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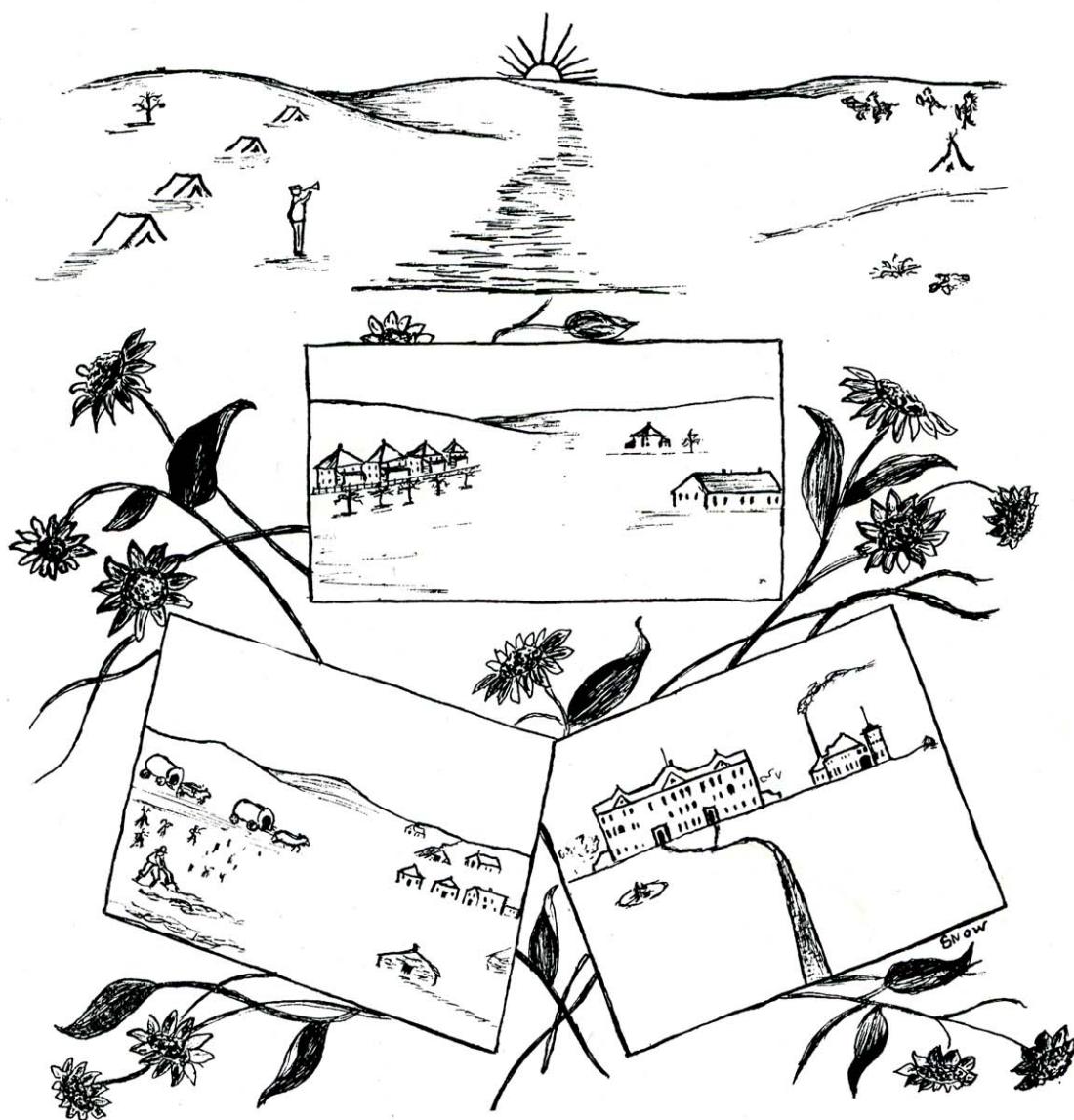
DEDICATED
TO
William Alexander Lewis

WHO BY HIS LARGE VISION, WISE COUNSEL, AND SYMPATHETIC INTEREST
HAS BEEN OUR INSPIRATION AND GUIDE DURING THE CLOSING
YEAR, THIS BOOK IS RESPECTFULLY DEDICATED.

THE CLASS OF NINETEEN HUNDRED FOURTEEN.

Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain.
Awake by one, and lo! what myriads rise!
Each stamps its image as the other flies."

The Reveille



^W
378,781

H - P
1914
c. 4

Board of Editors

ALFRED RICHMOND,	<i>Editor-in-Chief.</i>
ALBERT WHISNANT,	<i>Business Manager.</i>
ANNIE LAURIE SNOW,	<i>Artist.</i>
JAMES WINCHESTER,	<i>Athletics.</i>
FLORENCE ALMOND IRWIN,	<i>Literary.</i>
BLAINE SITES,	<i>Industrial.</i>
LENA HASTINGS,	<i>Music.</i>
HARRY NIELSEN,	<i>Assistant Bus. Manager.</i>
ELLA HOXIE,	<i>Class Historian.</i>



THE REVEILLE STAFF.



WILLIAM A. LEWIS, PRESIDENT.



Calling to the Students

THE POWER of forts and regiments was required to control the haughty, stern-spirited Red Man. Fort Hays is our reminder of the unconquerable spirit which ruled the Plains. It is altogether fitting and proper that the land which once served the nation's soldiers as a home while they were winning the Plains for cultivation, should now serve the State of Kansas in educating her young men and women to live a life of high service and happy citizenship. The Fort Hays Kansas Normal School is surrounded with a halo of tradition. Men whose indomitable spirit made them the heroes of our nation, have tramped over our campus and bivouacked on the banks of our lake, and have cooked their meager meals on camp-fires replenished from our woods. Their spirits are calling in bugle-notes to our boys and girls. Their example sets before us a lesson of superb courage, of true comradeship, of clean lives, of unselfish devotion to their people, to their state, and to their nation. The senior has marched on the parade-grounds of unconquerable spirits, has picnicked on the camp-ground of indomitable warriors, has breathed the air of the Plains expanse, and has the same field of vision over which have looked the greatest men of our nation. With such a heritage and such a presence, the senior and the alumnus must live a life of splendid service and the undergraduate has for his goal a life of high ambition.



President.





ED. T. HACKNEY



E. W. HOCH



MRS. CORA G. LEWIS

BOARD OF ADMINISTRATION

Board of Administration

One of the acts of the Legislature of 1913 was the passing of a law placing all the State educational institutions under one board of control. This board is composed of three members appointed by the Governor for two and four years. They are paid a salary which compensates for their labor, and are required to spend all their time with the institutions.

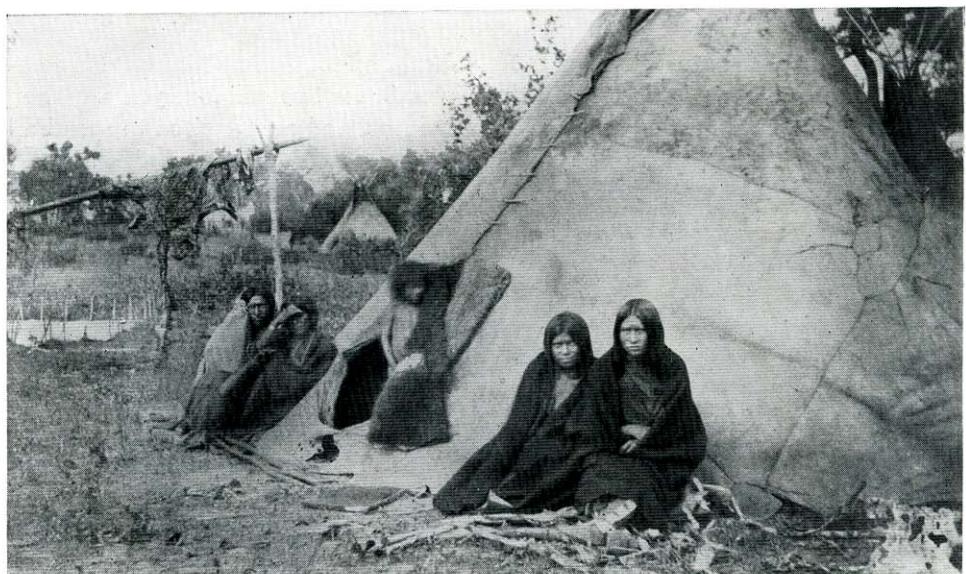
The president of the board, Mr. Ed. T. Hackney, is a prominent lawyer of Wellington, Kansas. He is widely known for his ability in that profession and his interest in education.

Ex-Governor E. W. Hoch, of Marion, Kansas, needs no introduction to the average Kansas citizen, as all know him to be a man who works for the best interest of the State and the people.

Mrs. Cora G. Lewis, the wife of a prominent newspaper man of Kinsley, Kansas, has for many years been a prominent club-worker among women, and is especially interested in educational interests for women.



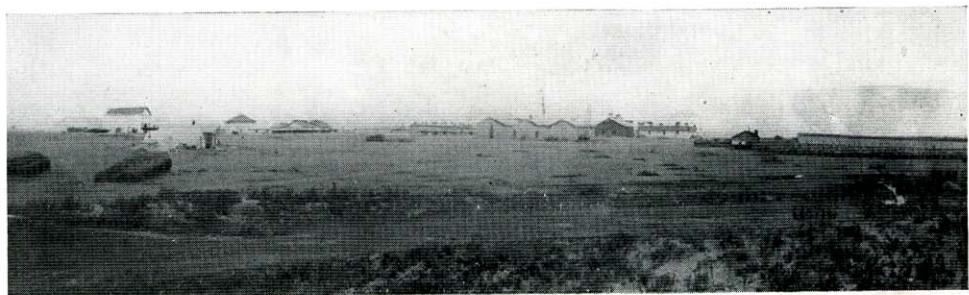
CREEK SCENE IN EARLY DAYS.



HOME LIFE OF THE INDIANS.



HAYS IN THE MAKING, 1869.



OLD FORT HAYS, 1868.



WAGON TRAIN EN ROUTE FROM HAYS TO FORT DODGE, 1869.



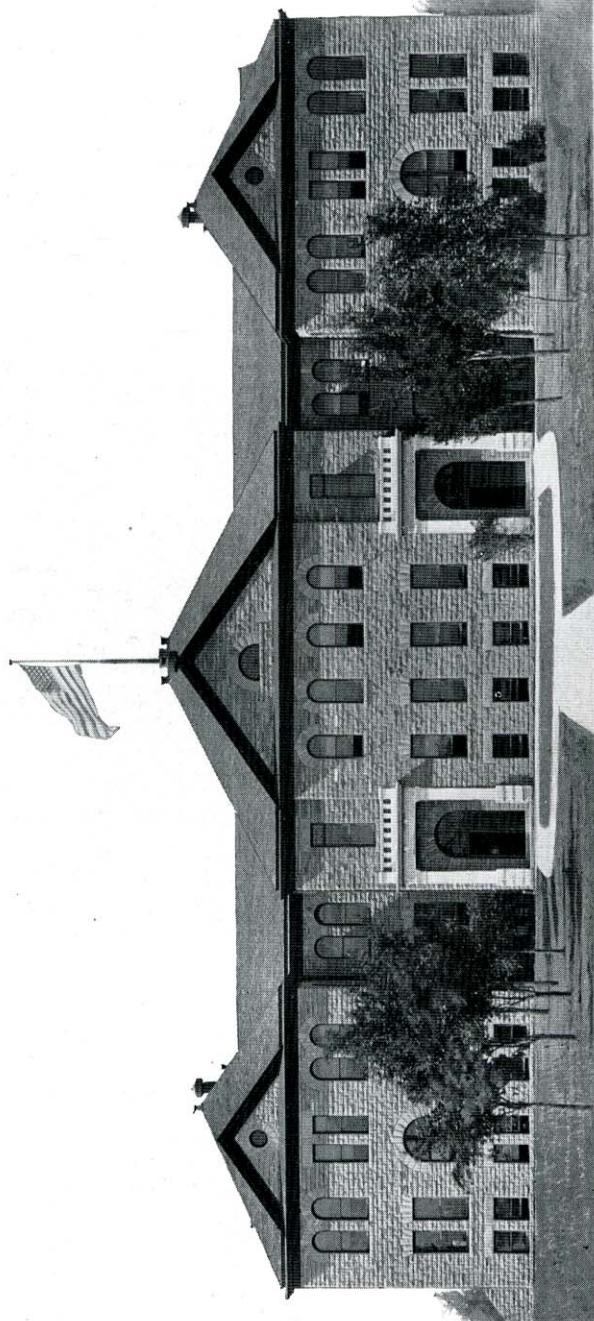
OFFICERS' CAMP NEAR FORT HAYS.



GROUP OF DISTINGUISHED ARMY OFFICERS AND TRAVELERS IN CAMP ON RANCH NEAR OLD FORT HAYS
IN 1869.

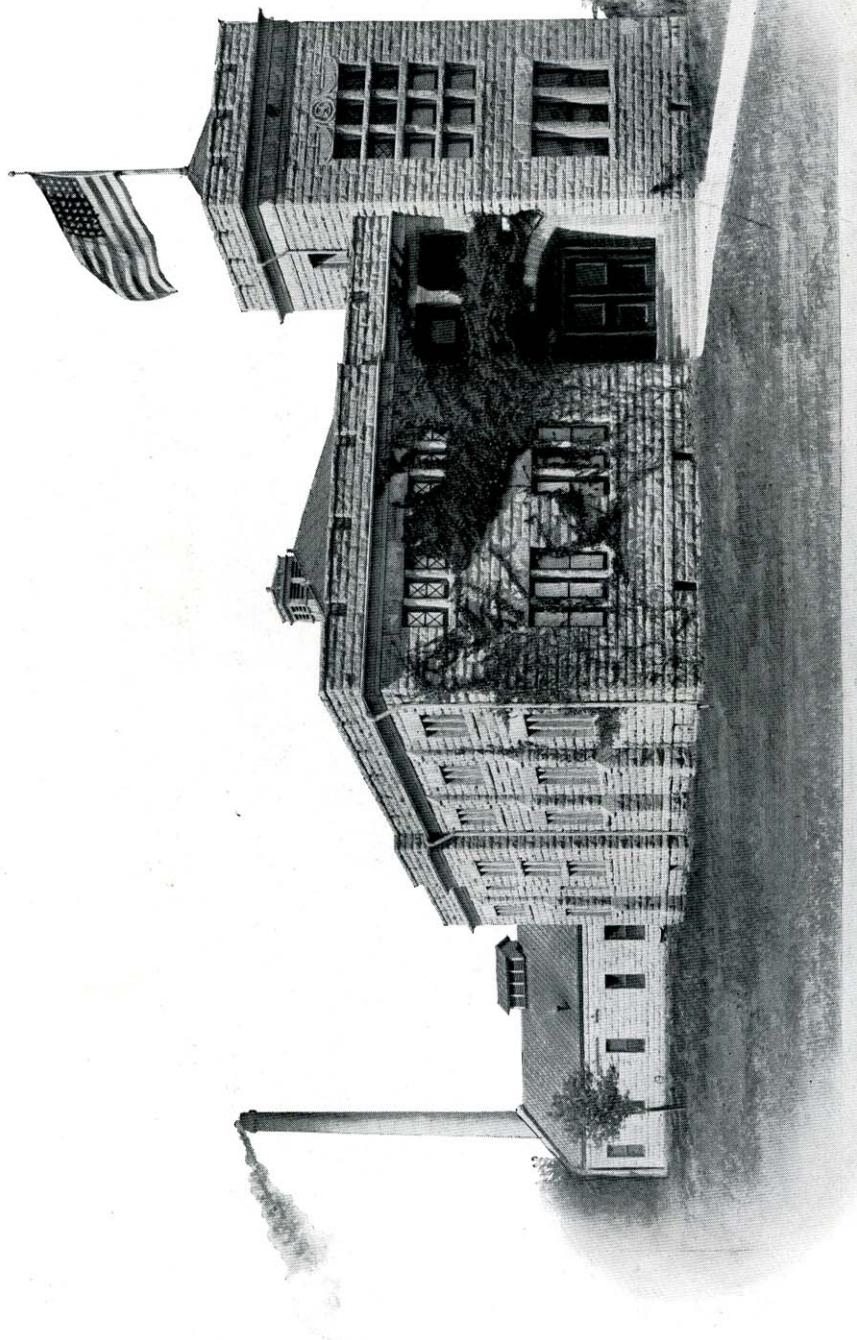
General Custer, on the ground at extreme left, reading newspaper; Lord Uatupark, wearing cloth helmet and seated in chair in front of tent; Lord Paget, wearing white coat and seated on the ground; General Sturgis, bearded man sitting in chair to the right of tent door; Mrs. General Custer, sitting to the right of General Sturgis.

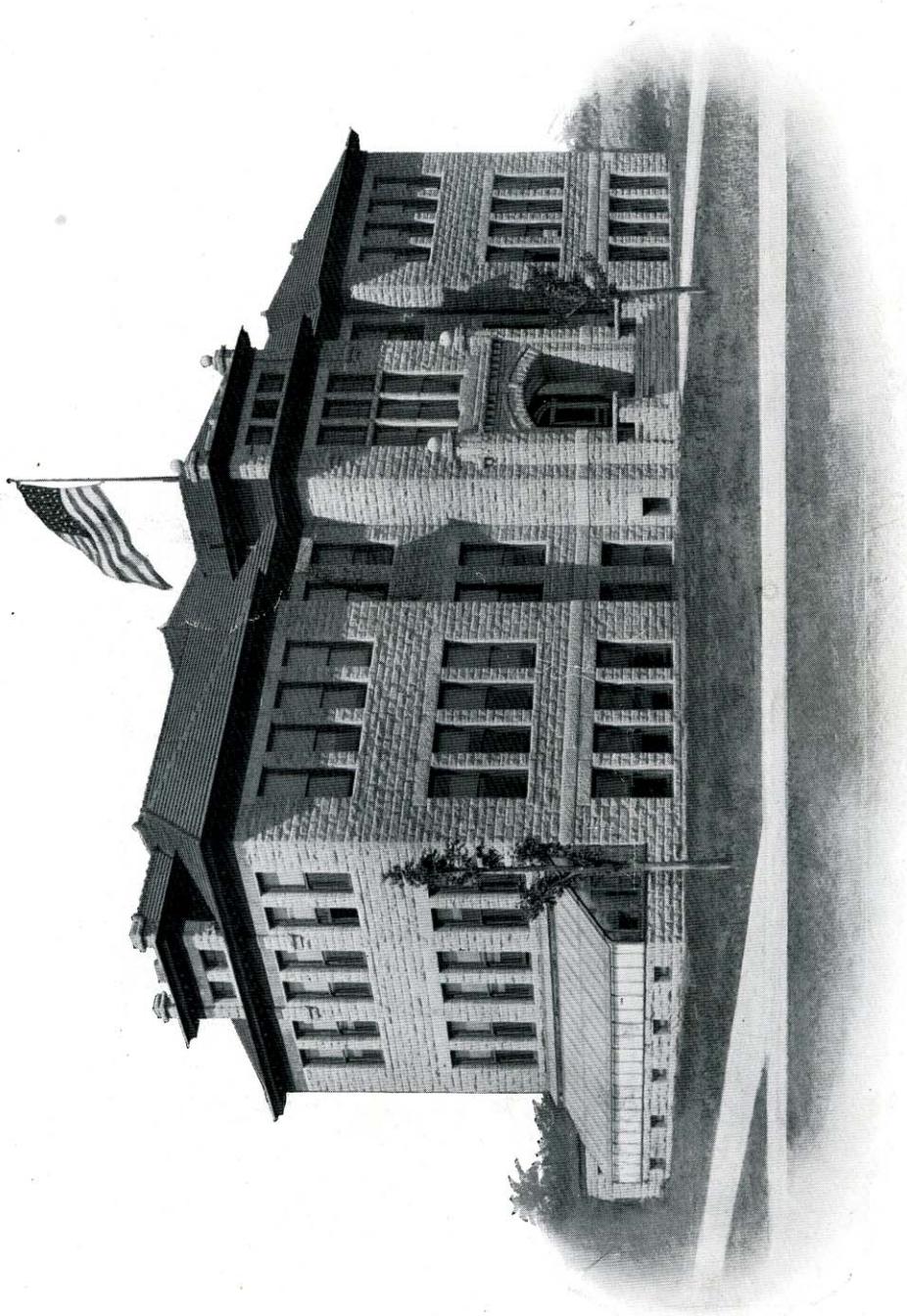
The preceding scenes, on pages 12, 13 and 14, are all historical ones, taken at or near Fort Hays in 1868 and 1869. They are from original photos.



MAIN BUILDING.

GYMNASIUM.





INDUSTRIAL BUILDING.



CREEK SCENES.



Historical

OLD FORT HAYS

THE SCHOOL CAMPUS is historic ground. It is a part of the old Fort Hays military reservation, comprising 7,600 acres of land. Old Fort Hays was one of a line of military posts established soon after the Civil War, to protect the construction camps of the Union Pacific Railroad, and the settlements of the pioneers who had pushed their way westward into the great Plains.

The post was established in 1865, and was located on Big creek, about fifteen miles southeast of the present reservation.

It was named Fort Fletcher, in honor of former Governor Fletcher, of Missouri. About a year later the name was changed to Hays, in honor of General Alexander Hays, an officer in the Civil War. In June, 1867, a disastrous flood destroyed the post and drowned a number of soldiers. A new site was then selected, on the high ground lying south of Big creek, about half a mile south of the present city of Hays. The tract of land surveyed for the reservation included about 7,600 acres, lying about three miles along the course of Big creek. The tract was well supplied with water and timber, and made an ideal site for a military reservation.

The city of Hays was founded in the spring of 1867, and its industrial and social interests were intimately bound up with the life of the fort for two decades.

Many stirring scenes of pioneer days are associated with old Fort Hays. Some of these have been immortalized by Mrs. Margaret Hill McCarter, in "The Price of the Prairie." Mrs. Custer, in her book, "Following the Guidon," has presented many vivid pictures of life at old Fort Hays, in the form of personal reminiscences.

The annals of the post contain the names of many men in the military history of our country. Among the more noted of these may be mentioned Sheridan, Custer, Corbin, Hancock, Miles, Hazen, Forsythe, Lawton, and Wheaton.

Fort Hays was abandoned as a military post in 1889. Various proposals were made for the disposition of the land comprising the reservation. Homesteaders were anxious to file upon such choice land, but public-spirited citizens felt it should be devoted to public purposes. The Legislature of 1889 was induced to ask Congress for a cession of the land to the State for a soldiers' home. Congress did not make the grant. The Legislature of 1895 passed a resolution asking Congress for a cession of the land to the State for the purpose of establishing upon it a public park, an experiment station, and a branch of the State Normal School, but Congress failed to act. Finally, in March, 1900, an act was passed by Congress granting the land to the State to be used for a State Normal School, an experiment station of the Agricultural College, and a public park. In February, 1901, the Legislature accepted the grant and created the two institutions.

Owing to delays occasioned by controversy over claims of squatters upon the land, the Normal School was not started until 1902. The formal opening occurred on June 23 of that year, with thirty-four students and two faculty members.

School first opened in the old hospital building. By agreement with the County Superintendent, the Ellis County Normal Institute combined with the

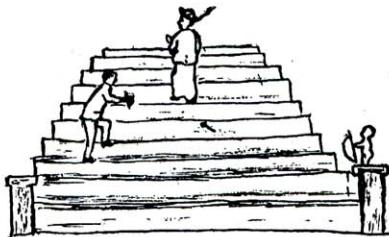
The Reveille

Normal School for the four-weeks session. In September of that year the School, twenty-three students strong, began business all alone. Through various vicissitudes, students and faculty waited, hoped and labored in the old quarters until 1904, when the new building provided for by the Legislature of 1903 was ready for occupancy. There was great rejoicing on that day in June when the school moved into the new building. This building comprised what is now the central portion of Picken Hall. The library occupied room 12. The "assembly room" consisted of what is now the quarters occupied by the Commerce and Latin departments. Sliding doors permitted these three rooms to be thrown into one. Here were held the general exercises of the School, the lecture course numbers, and the various school entertainments. There were three recitation rooms and one laboratory. Very meager this seems to us now, but then it seemed splendid. We rejoiced in our good fortune and looked forward with faith and hope to the future.

The next building to rise upon the campus was the gymnasium. Completed in May, 1906. This at once became the social center of the School. For two years this building was used for "gym" work, general exercises, lecture course entertainments, commencements, and social functions galore. For all assemblies folding chairs were used. At the conclusion of "Chapel" each morning, the students would rise, fold their chairs, and to the strains of music would march around the room, depositing the chairs in neat stacks against the wall,—thus converting the auditorium into a gymnasium. A movable stage, built in sections, served the dramatic department in presenting such plays as Hamlet and As You Like It. Some of the scenery now used on the Auditorium stage was first used on this temporary stage.

The main building was completed in 1908, by the addition of two wings. The Model Rural School building was first occupied on September 1, 1907. Next came the power plant and the dam. The latest addition to the group of buildings on the campus is the Industrial building, completed in 1912. The shops and the engineer's residence are "immigrants," having been brought over from the old fort.

A good-sized volume might be filled with the chronicles of the School. It is an interesting story, too long for our space,—how the curriculum has expanded from a two-year course with no certificate privileges, to an eight-year course granting one-year, three-year, and life certificates, and the degree B. S. in Education; how the faculty has grown from two members to twenty-four; how the enrollment has grown from twenty-three to over seven hundred in the school year; how the legal status has changed from that of a branch of the Emporia Normal School to that of an independent institution, with a president of its own. Will the next twelve years witness as great progress as the first twelve of our history? Yes, and greater.





Fort Hays Kansas Normal School

FACULTY OF 1913-1914

WILLIAM A. LEWIS, A. B., B. S., B. S. in Ed., *President.*
Valparaiso University, Armour Institute of Technology, Missouri State Normal School.

CLARENCE J. SMITH, A. B., A. M., *Professor Manual Arts.*
Kansas State Normal School, Fairmount College, University of Kansas, University of Chicago, University of Wisconsin.

THOMAS M. WOOD, B. S., *Professor of Blacksmithing and Leader of Band.*
Kansas State Agricultural College, Kansas State Normal School, College of Emporia, Stout Institute.

GEORGE R. TILFORD, A. B. in Ed., B. C. S., *Professor Commerce.*
Kansas State Normnl School, New York University.

CHARLES A. SHIVELY, A. B., A. M., *Professor Education.*
Kansas State Normal School, University of Kansas, University of Chicago.

ANNA KELLER, *Director Training School.*
Kansas State Normal School, University of Chicago.

JULIA M. STONE, B. S. in Ed., *Professor Rural Education.*
Kansas State Normal School, University of Chicago.

JAMES H. BEACH, *Professor Geography and Civics.*
Kansas State Normal School, University of Kansas.

*WARD W. SULLIVAN, A. B., A. M., *Professor History.*
Fort Hays Kansas Normal School, University of Illinois.

ELIZABETH J. AGNEW, B. S., *Professor Domestic Science.*
Kansas State Agricultural College, Columbia University.

ELIZABETH CONDIT, *Professor Domestic Art.*
Kansas Manual Training Normal-School.

†JENNIE E. NICKLES, A. B., A. M., *Professor German.*
University of Kansas.

ELIZABETH APEL, A. B., *Substitute Professor German.*
University of Kansas.

ANNETTE FOSTER, *Professor Latin.*
Kansas State Normal School, University of Chicago.

* Doing advanced work in University of Illinois.

† Traveling in Germany and Italy.



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LULU M. BICE, B. S., in Ed., *Librarian.*
 Fort Hays Kansas Normal School, University of Illinois.

ELSIE MACINTOSH, *Assistant Librarian and Public Speaking.*
 Fort Hays Kansas Normal School, School of Oratory, Kansas City.

DORA E. GRASS, B. S., *Professor English.*
 Ottawa University, University of Kansas, University of Wisconsin.

ERNEST B. MATTHEW, A. B., in Ed., *Professor Mathematics.*
 Kansas State Normal School, University of Chicago.

HENRY E. MALLOY, *Professor Music.*
 Kansas State Normal School, Bethany College, Voice under George Hamlin, Chicago,
 Ella Bachus-Behr, Berlin, Hinshaw, Metropolitan Opera, New York, George Ferguson,
 Berlin, Kirk Towns, Berlin.

HELEN C. BOVEE, M. M., A. B., *Professor Public School Music.*
 Michigan University School of Music, Michigan State Normal College.

IRA H. VAN CLEAVE, Phys. Dir., *Professor Physical Education for Men.*
 Springfield Training School.

DAISY B. ROPER, Phys. Dir., *Professor Physical Education for Women.*
 Sargent School of Physical Education.

JOHN S. BIRD, A. B. in Ed., *Professor Chemistry and Physics.*
 Kansas State Normal School, Kansas State Agricultural College, University of Chicago.

LYMAN D. WOOSTER, A. B. in Ed., *Professor Botany and Zoölogy.*
 Kansas State Normal School.

WHITCOMB G. SPEER, B. S. in Agri., *Professor Agriculture.*
 Kansas State Agricultural College.

ALOYSIUS F. BIEKER, *Registrar and Secretary.*
 LILY I. MOORE, *Stenographer.*
 FRED J. WAGNER, *Custodian Buildings and Grounds.*
 ALVA D. HULL, *Engineer.*





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ANNA KELLER,
Director Training School.



HELEN C. BOVEE,
Public School Music.



JAMES H. BEACH,
Geography and Civics.

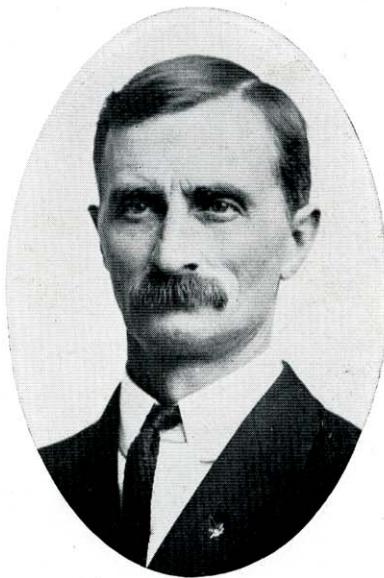


WARD W. SULLIVAN,
History.

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CLARENCE J. SMITH,
Manual Arts.



THOMAS M. WOOD,
Blacksmithing and Band Leader.



GEORGE R. TILFORD,
Commerce.



CHARLES A. SHIVELY,
Education.



The Reveille



ELIZABETH J. AGNEW,
Domestic Science.



LYMAN D. WOOSTER,
Botany and Zoölogy.



JENNIE E. NICKLES,
German.



ELIZABETH APEL,
German.



The Reveille



ANNETTE FOSTER,
Latin and English.



LULU M. BICE,
Librarian.



ELSIE MACINTOSH,
Assistant Librarian and Public Speaking.



DORA E. GRASS,
English.



The Reveille



ERNEST B. MATTHEW,
Mathematics.



HENRY E. MALLOY,
Music.



JULIA M. STONE,
Rural Education



IRA H. VAN CLEAVE,
Physical Education for Men.



The Reveille



DAISY B. ROPER,
Physical Education for Women.



JOHN S. BIRD,
Chemistry and Physics.



WHITCOMB G. SPEER,
Agriculture.



LILLY MOORE,
Stenographer and Clerk.



The Renegade



ALOYSIUS F. BICKER,
Registrar and Secretary.



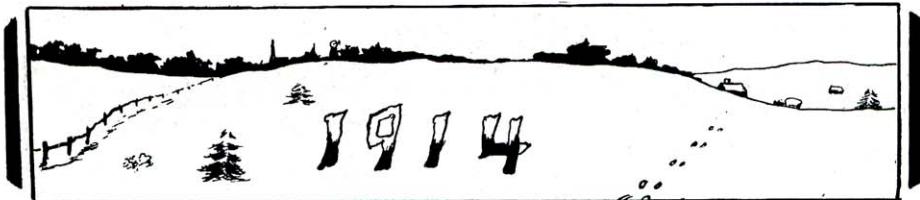
FRED J. WAGNER,
Custodian Buildings and Grounds.

ALVA D. HULL, Engineer.



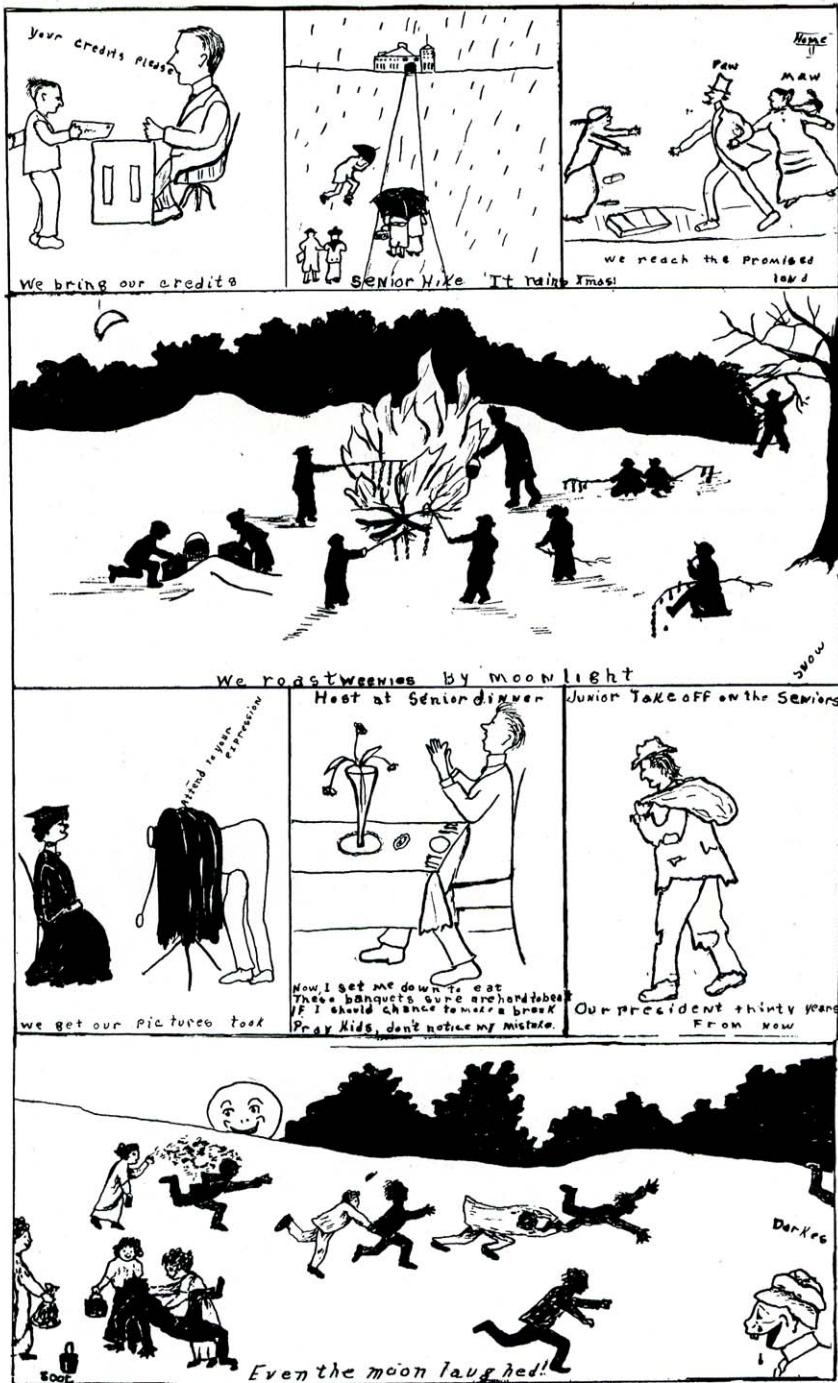
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Calendar



Sept.	2	School opened.
Sept.	12	Faculty reception.
Nov.	14	Cooper football game.
Nov.	27	Salina football game.
Dec.	1	Governor's Day.
Dec.	1	Opening of Farmers' Institute.
Dec.	18	Box social in gymnasium.
Jan.	19	Enrollment for second semester.
Feb.	17	Basket-ball game with K. U. College.
Feb.	18	19, 20, Farmers' Unions met.
March	6	Inauguration of President Lewis.
Mar.	6, 7	Golden Belt Teachers' Association.
March	16	President's reception to Seniors.
March	26	Faculty reception to Seniors.
May	1, 2	Track meet.
May	22	Senior Class Play.
May	23	Senior Class Day.
May	27	Commencement.

And it Came to Pass in the Senior year





Class History 1914

"Some are born great, some achieve greatness,
And some have greatness thrust upon them!"

Born great? Yea, for verily I say unto you that no such deed could have been wrought by mortals save through immortal gifts. Have we achieved greatness? Undoubtedly. Why else this annual—the first and finest ever produced by a Senior class of F. H. N.? Has greatness been thrust upon us? Methinks I hear the murmur of many voices saying: "Verily, we have not known such marvelous fame—no, not in Kansas counties."

We would not boast. Indeed, Modesty is the watchword of this Genial Three Dozen. Having talents, we dare not hide them, for they are not candles but electric headlights which cannot be hid. Whom have we in our midst? None less than philosophers, statesmen, journalists, poets and poetesses, speakers and speakers, actors and actresses, Schumann-Heinks and Carusos, artists and musicians, optimists and "possumists," teachers and preachers, missionaries and globe-trotters—what more, O insatiable ones, could ye ask? Say on, thou long and endless tongue, say on! Methinks I hear the still, small voice of a fearful Junior pipe insinuatingly to its neighbor that our nose is not intellectual. We don't suppose it is. Our brains are not in it.

Long and earnestly have we considered the momentous question of whether or not to will you Juniors our glittering armor. At last we decided to let you crawl into it and rattle around as best you can. The glitter of its shining surface may reflect a certain glory upon you. You are welcome to the reflection. Strive to grow and fill our place. Take our example and make it your goal. You sigh and say: "We cannot reach it"? Browning offers you consolation:

"Ah, but a man's reach must exceed his grasp,
Or what's a Heaven for?"

Strive to attain our height. Keep climbing and you may keep the point in view. To help you on your weary way, here are some suggestions, offered in a paternal spirit of kindness and altogether for your own good. We are like the telegraph, being "well posted," so we speak advisedly:

If you wish to be praised—die.
To keep from stuttering—don't talk.
If you wish to progress—keep going.
To save your shoes—pick up your feet.
To gain time—borrow a watch.

We note that you are inclined to follow the first suggestion and win praise speedily by drowning in tears. We heartily approve. 'Tis a harmless death and is sure to bring about the desired result.

Time and a natural modesty prevent our enumerating many of the things we have done, but here are a few. Let them satisfy you. We have shown you what true examples of honor, dignity, courtesy, kindness, sympathy, modesty, scholarship, tenacity of purpose and general perfection are. Recognizing true greatness when he saw it, Mr. Lewis elevated us to the first row in the balcony—quite in keeping with our dignity—for from that height we could look down on you.

We have produced a set of graduates (with the help of the Faculty) who are well-rounded in an education which does not throw them upon the world as people who can do but one thing. Far from it. No bookworm and grind goes out under the banner of 1914 with the watchword "Prosperity" held high before him.



The Reveille

We go out with athletic honors—won from all the school. We leave here versed in language, high art, and culture. Not the least of that culture is the table etiquette learned at many a sumptuous repast given by various clubs of the Domestic Science Department. Ah, yes, we were put to the test, but who shall say we were found wanting? Did we not sit, well poised, on our shaking chairs while men, women, and children filed past us through the dining-room to “view the animals at feeding-time”? Did we not sit in unruffled attitudes of calm and quiet while photographers cruelly called a halt in the middle of a bite and then shot us? Was that not bravery? The Seniors say it was bravery, and the Seniors are modest always. Was there ever a festive occasion at which the Seniors did not shine forth in all their jollity—at skating parties, picnics, thirty-foot bonfires, marshmallow roasts, holiday hikes? When there was a feast of wisdom, who presided? A Senior. When there came, loud and persistent, a call for a poem, a school yell, a musician, a singer, an artist, orator, or progressive candidate—who stepped forward and answered the call? A Senior. Yet the Juniors say we are not intellectual—as to our noses—but the Juniors are incompetent judges. They should wait till they reach maturity before they try to judge intellect by noses—then they’ll be wise enough, perhaps, not to try.

What call do the Seniors issue to their followers? Reveille—Awake! Arise! There’s a difference between waking up and *getting* up. Heed both calls, fair Juniors.

One honor is ours which comes to but one Senior class in the history of an institution. To us be the glory of wearing caps and gowns in the year which marked the independence of our Alma Mater.

July the fourth and March the sixth now bear to us a like significance. Henceforth, let that date be celebrated—not with explosions of gunpowder but with bursts of eloquence and enthusiasm on the part of the student body! If ye have school spirit and pennants, prepare to use them on that day!

We entered under the old régime—in those years when a solid foundation was being laid for the years to come—in the pioneer days of a school which will some day be the greatest of the Kansas schools, and proud we are to have been students in those days! We entered under the seal of W. K. S. N. We pass out under the new régime through doors above which are written: “Fort Hays Kansas Normal School!” All honor to the old régime, all loyalty to the new!

We would not leave without tendering our thanks and grateful appreciation to the Faculty for all they have done for us and offering humble apologies for all we have caused them to suffer. We are indebted to them for all we know. They beseech us not to mention such a trifling, but we feel in duty bound to give them the honor of what little there is. That Faculty—so easy to exercise, so hard to hoodwink—we salute you!

So here’s to our Faculty!
The best, we say,
That was ever found
In U. S. A.!

We bid them a fond and affectionate farewell.

Years pass. Time ebbs and flows as does the life of man. We pause to pay tribute to one of our number who left our midst in her senior year and “passed to where, beyond these voices, there is peace.” “God’s finger touched her—and she slept.”

Girded with strength, we pass from out thy walls, O Alma Mater,—not to defeat but to Victory! Farewell, fair Juniors. Weep not.

“We pass—but shall not die.”



BLAINE E. SITES, B. S., Hays
Manual Training. Class Photographer,
Senior Play.

A monstrous little voice.

ELLA HOXIE, B. S., Hays
English. Sextette, Basket-ball, Y. W.
C. A., President Lyceum, Student
Assembly.

*Her voice is ever low and gentle, an excellent
thing in woman.*

D. F. CLEMM, Carneiro
A business-like man.

JOSEPHINE ANDREAS, Hays
Nor failed to do the thing she undertook.

MAUDE McMINDES, Portis
Vice-President Student Assembly, Secre-
tary Senior class.
She is wise if I can judge her.

DAVID LEIGHTON, Pendennis
Senior Play, Debate, Gymnasium Team.
*Whatever he does, he does with ease,
But 'tis only himself that he tries to please.*

ELLEN BRUMMIT, Hays
Basket-ball, Leader Reporter.
She seeketh diligently for knowledge.

LESLIE OAKES, Grainfield
Band, Lyceum, Senior Play.
In duty firm, composed, resigned.



*Photo by
N.A. VOSS*

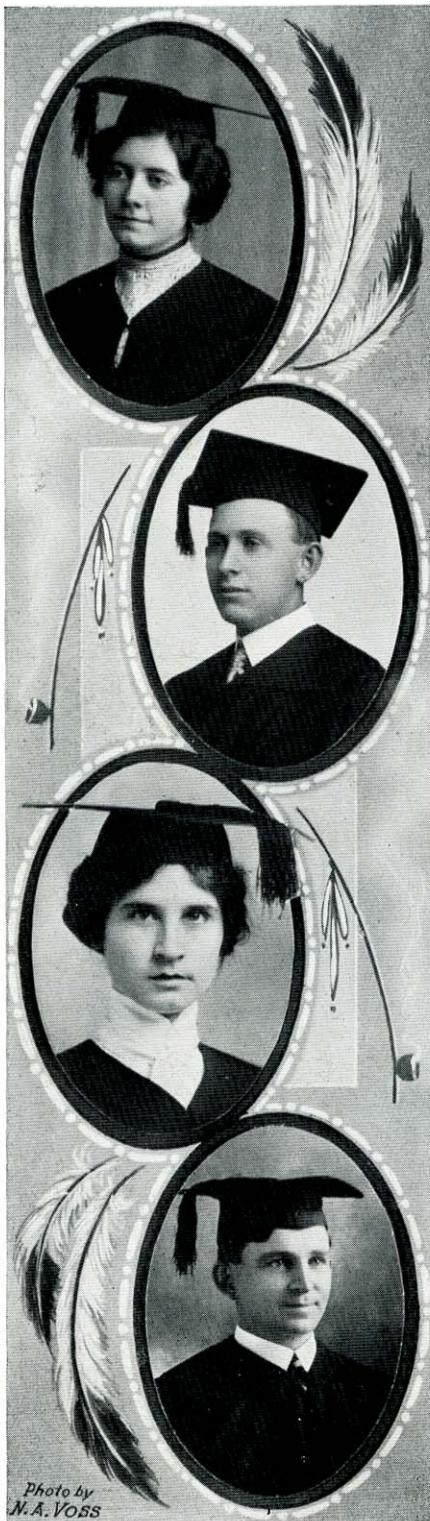


Photo by
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LENA HASTINGS, McCracken
Sextette, Opera, Delegate Student Volunteer Convention.

Who chooseth me must give and hazard all he hath.

ALFRED RICHMOND, Lucas
Debate, Editor Leader, Football, President Lyceum, President Student Assembly, Y. M. C. A., Delegate Student Volunteer Convention, Editor of Annual.

Oh, why should life all labor be?

GEORGIA FORKNER, Ellsworth
Basket-ball.

*The way to fame is like the way to Heaven—
through much tribulation.*

KARL NOLL, Ransom
Senior Play, Debate, Band, Lyceum,
Y. M. C. A.

With measured words and ways precise.

ANNIE LAURIE SNOW, Russell
Chorus, Art Editor Annual.
*A good deal of dignity in a very small pack-
age.*

HARRY NIELSEN, Fairport
Senior Play, Football, Baseball, Basket-
ball, Literati.
*He doth indeed show some sparks that are
like wit.*

LUELLA DAVENPORT, Oakley
Basket-ball, Chorus, Senior Play.
*Smiles, unending smiles in radiant lines
for miles and miles.*

WILLIAM BOLT, Lucas
President Senior Class, President Student
Assembly, Football, Basket-ball, Base-
ball, President Lyceum, Senior Play.
Indeed, he hath a level head.



*Photo by
N.A. VOSS*



Photo by
N.A. VOSS

FLORENCE ALMOND IRWIN, Hays
Vice-President Student Assembly, Bas-
ket-ball, Lyceum, Literary Editor of
Annual.

Her modest looks a cottage doth adorn.

FRANK CARMEN, Hays
Football, Baseball, Basket-ball, Senior
Play.

*He's little but he's wise, he's a terror for his
size.*

ALICE BEEBY, Hill City
Vice-President Student Assembly, Bas-
ket-ball, Lyceum, Senior Play, Vice-
President Senior Class.

*One of our fair maidens, pedagogically in-
clined.*

CLYDE McMINDES, Portis
Baseball, Senior Play.
Constant as the Northern Star.

JOSEPHINE HAMBLIN, Kansas City
Chorus.

*Pretty to walk with, pleasant to talk with,
And pleasant to think on, too.*



LEO BICE, Hays
Basket-ball, Baseball, Opera, Quartette,
Literati, Senior Play.
Musical as is Apollo's lute.

KATHERINE McLAIN, Hays
City Librarian.
Little, but oh my!

LLOYD REYNOLDS, Rush Center
Debate, Treasurer Senior Class, Senior
Play.
Quietude is the most profitable of things.

*Photo by
N.A. VOSS*

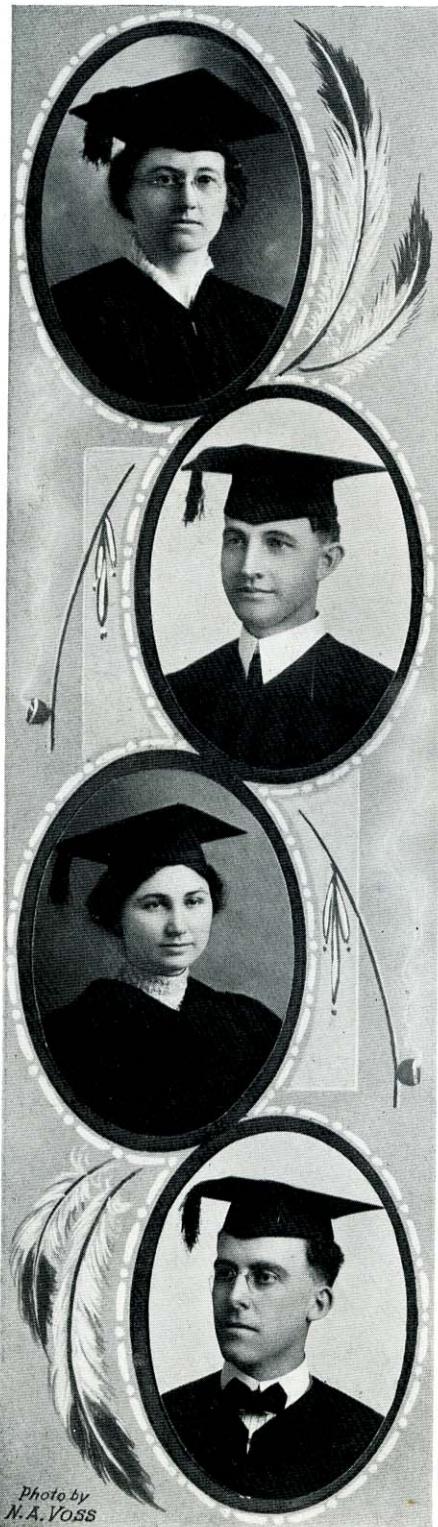


Photo by
N. A. VOSS

Alice Morton, Ellsworth
Debate, Basket-ball, Literati.
*A soft, meek, patient, humble, tranquil
spirit.*

Claude H. Earl, Alton
Debate, Band, Asst. Bus. Mgr. Leader,
Senior Play.
He never murmurs without a cause.

Margaret O'Laughlin, Hays
Basket-ball, Debate.
*Content to do her duty, and find in duty
done a full reward.*

James Winchester, Morland
Debate, Assistant Editor Leader, Band,
Cheer Leader, Senior Play, Athletic
Editor Annual.
*Like a circle ending never, doth my tongue
run on forever.*

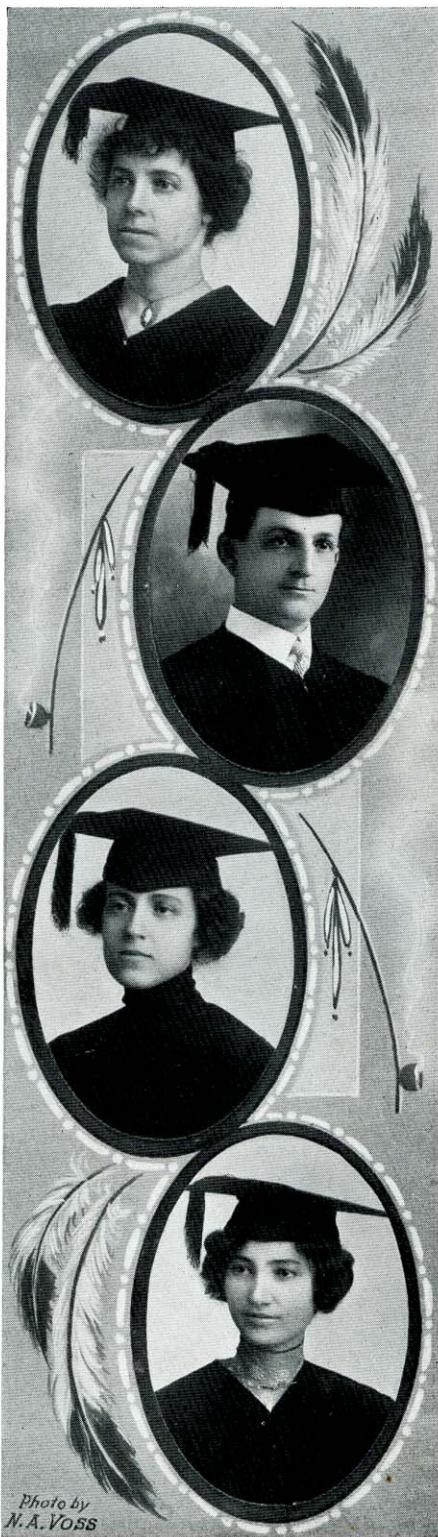
IVA MORGAN, Hays
Basket-ball, Literati.
I have lived and loved.



JEAN CAVE, Hays
Basket-ball, Sextette, Orchestra, Senior
Play.
Pride in her heart, defiance in her eye.

ELSIE NASON, Blue Rapids
Debate, Chorus.
There is nothing so quick as her retort.

PEARL HUGHES, Englewood
Y. W. C. A.
A prim, proper, precise, Puritan.



*Photo by
N. A. VOSS*

MAE CRAIG, Colby
A quiet, modest little maiden.

ROBERT PRIZER, Russell
Basket-ball.
Always equal to the occasion.

INEZ FROGGE, Ellis
Lyceum.
*When she will she will, and you can depend
on't;
But when she won't she won't, and that's
an end on't.*

CARRIE DARKES, McCracken
*"He is a fool who thinks by force
To turn the current of a woman's will."*



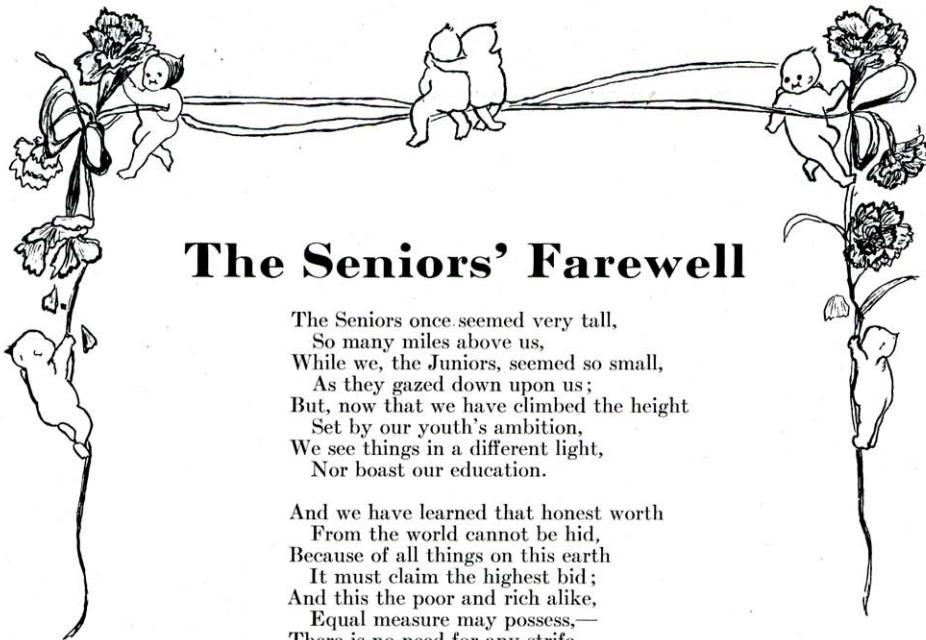
The Reveille



In Memoriam



MARGARET WAGNER



The Seniors' Farewell

The Seniors once seemed very tall,
So many miles above us,
While we, the Juniors, seemed so small,
As they gazed down upon us;
But, now that we have climbed the height
Set by our youth's ambition,
We see things in a different light,
Nor boast our education.

And we have learned that honest worth
From the world cannot be hid,
Because of all things on this earth
It must claim the highest bid;
And this the poor and rich alike,
Equal measure may possess,—
There is no need for any strife,
But only need for happiness.

Since one of us has left a place
That can never more be filled,
And we no more shall see her face
Until it is God's will,
Her high ideals shall not be lost,
And her work we'll try to do;
Nor will we think it too great cost,
As we think, dear friend, of you.

So now, dear friends, we've won in class,
But we shall soon go down
To fill our place, complete our task,
Regardless of renown.
To our kind teachers, whom we owe
Our heartfelt gratitude,
We wish that all our friends should know,
How loyal they have stood.

We know that we shall please them best
By all we dare and do,
For worthy actions are the test
Of all who would be true.
And now this tribute we will raise
To Fort Hays Normal School,
And while we proudly sing her praise
Know there's no better rule.

Now, friends and classmates dear, good-by;
Kind teachers, one and all,
Help and favor did not deny,
Whose help we will recall;
But of this knowledge we obtained
We to others must repay,
And may our lives bear happiness,
On this Commencement Day.

F. A. I.



Diary of a Senior

SEPT. 6, 1913.—Started to school this morning. Saw the new principal. I am a Senior this year. Gee! I feel smart. Just think, I'll graduate in the spring. Saw several pretty girls this morning.

SEPT. 14, 1913.—Got my subjects and have started to study some. I think I'll like Girlology best. Wrote a long letter *home* today.

OCT. 3, 1913.—Have a girl; took her to a football game. I haven't time for athletics myself; guess I'll keep the same girl that I had last year, she is so tall, fair, and has such pretty pink cheeks. Got a long letter from *home* today.

NOV. 4, 1913.—My! It's getting cold. I can't think of anything but Snow; you certainly can't expect a fellow to study when he sees Snow so much. Have to save so I can take my girl to picture show.

NOV. 30, 1913.—Weather much warmer now, no—Snow makes one feel stouter. I sure enjoy automobile rides on Sunday evenings. Don't have time to write *home* much now.

DEC. 8, 1913.—There is sure a bunch of farmers and housekeepers here today. I am sure glad that they are having a Farmers' Institute. Great dope! when a fellow loves violin music.

DEC. 16, 1913.—Guess I can't go to box-supper, so will take my girl to the picture show (10c.). Sis says I am too extravagant lately. Must write *home* today.

JAN. 10, 1914.—Can hardly get down to work since vacation. Was sure glad to get back, though, because *she* is here.

JAN. 24, 1914.—We have been taking in the basket-ball games lately. Great sport. Wish there was ice, so we could go skating again.

JAN. 8, 1914.—Had such a fright this morning. The committee girls met me in the hall and asked why I wasn't at the box-supper. Think of being called a "Piker"! I told them I intended to give them two plunks because I couldn't be there. Hope they don't ask me for it, though.

FEB. 10, 1914.—Sure am glad we don't have chapel on Mon., Wed. and Fri. now, on account of practicing the opera; gives a fellow time to visit a little. Hope they don't ask me for that \$2.00.

FEB. 15, 1914.—This sure was a pretty day. We took a long walk; you can get such a good view of the station from the Thomas bridge.

MAR. 1, 1914.—Got my bank statement today. Girls are sure expensive; but then I'll teach next year. Wanted to give my girl a nice photo of myself, and voted against caps and gown pictures; put up a good speel—but alas! cap and gown it will be.

APR. 4, 1914.—Haven't had time to write for so long, so much doing,—opera, Golden Belt Teachers' Association, and Senior doings, and—well, anyway it keeps a fellow busy. The opera was sure grand.

APR. 24, 1914.—Raining. Well, I feel blue; I hate quarrels.

MAY 4, 1914.—We Seniors are sure busy; must practice every other night on the Senior play. Will be glad when it's over, so I can gave some time to *myself* again.

MAY—, 1914.—Grand doings. I have a sheepskin now. Was sorry to bid my classmates good-by.

NUFF SAID.



Class Officers

President,	WILLIAM BOLT.
Vice-President,	ALICE BEEBY.
Treasurer,	L. D. REYNOLDS.
Secretary,	MAUDE McMINDES.
Class Historian	ELLA HOXIE.
Class Poet,	FLORENCE ALMOND IRWIN.
Class Artist,	ANNIE LAURIE SNOW.
Leader Reporter,	ELLEN BRUMMIT.
Class Photographer,	BLAINE SITES.
Chairman Joke Committee,	CLYDE McMINDES.

Pin Committee

Carrie Darkes,	CHAIRMAN.
Luella Davenport,	
Harry Nielsen,	

COLORS

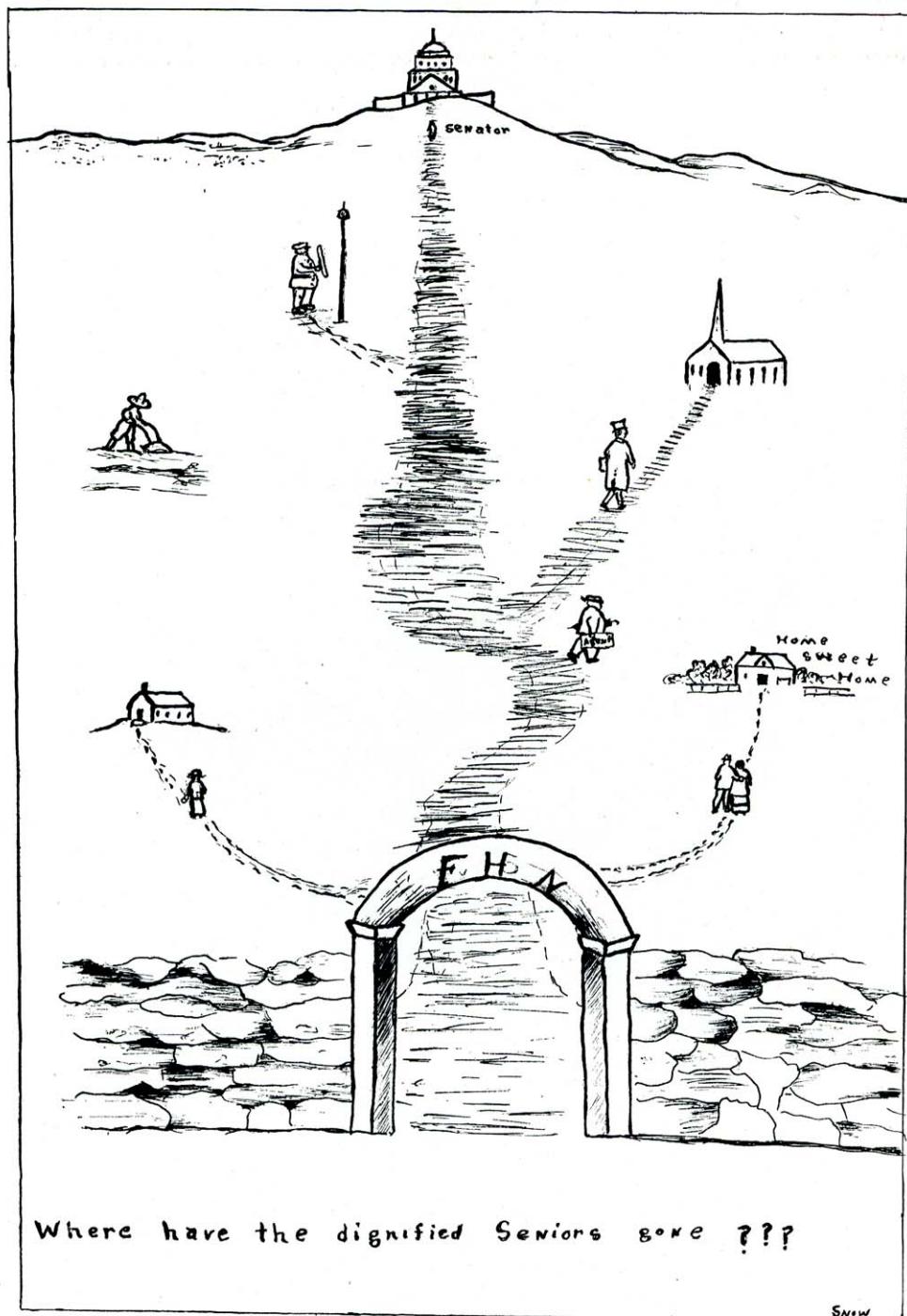
Pink and White

FLOWER

Carnation

YELL

*HUM—hum—hum—hum
Bum—bum—bum
Hum—hum—hum—hum
HERE WE COME
Hum—hum—hum—hum
Bum—bum—bum
Seniors! Seniors!
Watch us come
WHEE! ! !*



Where have the dignified Seniors gone ???

Snow

FAREWELL TO INSTITUTION



FIRST YEAR COLLEGE



First Year College

Officers

President,	HILMA PETERSON.
Treasurer and Secretary,	WALTER SCOTT.
Yell Master,	JOHN SEUSER.

COLORS

Violet and Yellow.

MOTTO

Esse quam videri—To be rather than to seem.

YELL

*Rum tidy um tum tidy um tee,
Rackety, rackety, who are we?
Feege, weege, how we roar,
Junior College, zip, zam, zoar.*

Members

Scott, Walter.	Darkes, Ida.	Rector, Mary.
Mrs. Fulton.	Jewell, Florence.	Olson, C. J.
Healy, Evangeline.	Leger, Mabel.	Twiselton, Mabel.
Roberts, Pansy.	O'Laughlin, Katherine.	Grass, Gail.
Wilson, Sadie.	Kirkman, Beatrice.	Smith, Laura.
Sites, Ethel.	Copeland, Grace.	Moore, Pearl.
Seuser, John.	Hargitt, Flora.	McCarthy, William.
Brummit, Alonzo.	Hargitt, Mary.	Leefers, Harriet.
Stock, Milo.	Cathers, Inez.	Reed, Clark.
Peterson, Hilma.	Ramsey, Eunice.	Mr. Little.
Grass, Elsie.	McNabb, Bertha.	Wilson, Claude.
Felten, Lucille.	Rector, Ethel.	

JUNIOR HIGH SCHOOL





Junior High School

Officers

President,	ERIC CUMMINGS.
Vice-President,	RALPH ARCHER.
Secretary	ALPHONSO BRUNGARDT.
Treasurer,	FANNIE STOUT.

CLASS COLORS

Purple and White.

CLASS YELL

*Egg O'See, Egg O'See
Cream of Wheat
Junior High School
Can't be beat.*

Members

Archer, Ralph.	Albertson, Fred.	Lynch, Agnes.
Poland, Lester.	Glanville, C. T.	Law, Ada.
Whisnant, Carroll.	Fink, Edwin.	Strong, Jacque.
Sullivan, Frank.	Cummings, Eric.	Johnson, Ethel.
Mock, Thomas.	Start, James.	Sondburg, Anna.
Fritts, Chester.	Stout, Fannie.	Hogeland, Grace.
Peterson, Martin.	Hicks, Hattie.	Hays, Forrest.
Brungardt, Alphonso.	Brasted, Mae.	Peterson, Hildur.
Johnson, Julius.	Cerney, Clara.	Grantham, Dorothy.



Music

“God is its author, and not man; He laid
The keynote of all harmonies; He planned
All perfect combinations, and He made
Us so that we could hear and understand.”

—*J. G. Brainard.*

“Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on,—
Not to the sensual ear, but, more endear'd,
Pipe to the spirit ditties of no tone.”

—*Keats, “Ode on a Grecian Urn.”*



The Reveille



"Love is Harmony and Harmony is Music."

BROWNING tells us that there are discords so that we may appreciate harmony when we hear it. We verily believe it, for the sounds issuing from the music-rooms in the lower halls of our main building usually change to harmonies in the end ; and that, after all, is the end of all practice.

A genius is never appreciated in his own country. Hence, the band was banished to other regions than the main building to practice. What the sounds may be that they produced there we do not venture to say, but we do know what they can do when they emerge. They can play! They can fire all hearts with enthusiasm and patriotism and appreciation of real harmony. That band with Mr. Wood as its able leader is the pride of the School. We take off our hats to them.

Surely, the age of wonders has not passed, for young ladies and gentlemen are taken as "raw recruits" and taught to manipulate stringed instruments with a skill admired by Apollo himself. The orchestra is well on the road to fame, and future school generations may well sit in awe of them. Mr. Wood is the able leader of this organization also.

There are, in the music department under Miss Bovee, choruses, quartets, sextets busy with practice that fit them for many public appearances. There are pupils in private piano work and voice work aside from regular classes in Methods of Teaching Public School Music, Certificate Music and Harmony.

Students in the music departments are increasing at such a rate that it is impossible for one person to handle all the work, and in June we are to have Professor Malloy, from the Lindsborg School, where he has directed the chorus for the "Messia ,," given there every Easter week. Mr. Malloy will have the voice work, while Miss Bovee will have piano work and the public-school music classes.

In the opera "The Princess Bonnie," given during the Golden Belt Teachers'

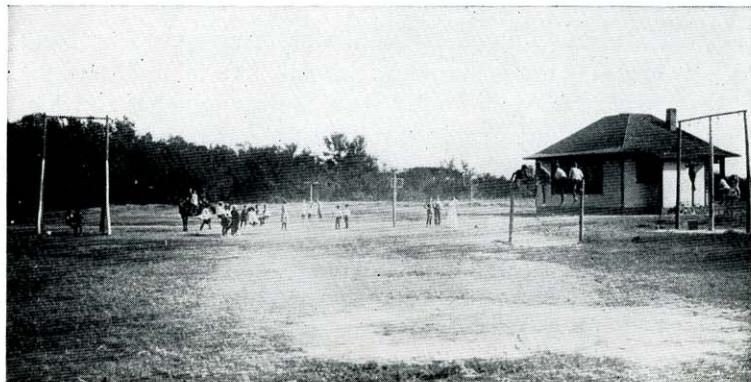
The Reveille

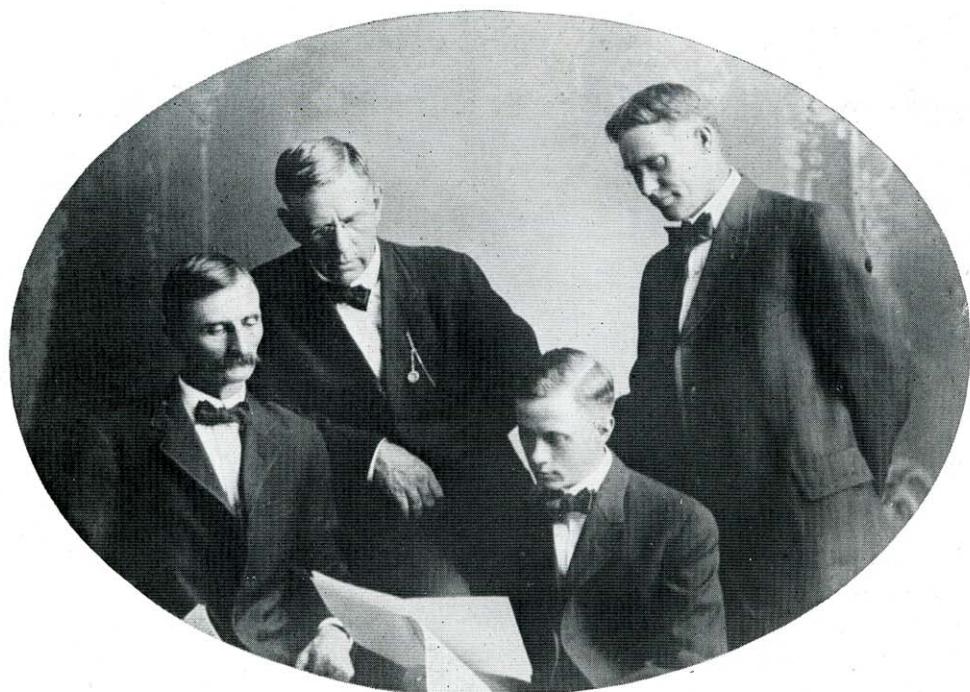
Association, in March, the work of the music department gave abundant evidence of what it has accomplished. The solo work of the principals was beyond reproach. There were duets, trios, quartets, sextets and other combinations which put Victor records in the background. A chorus of forty voices sang with such unity that every word could be understood by the audience. Praise is due Miss Bovee for that training.

There are other things in an opera beside music, however,—notably the libretto and the action,—with dancing steps for chorus and principals alike. Words fail to express the gratitude due Miss Macintosh, public-speaking expert, and Miss Roper, our physical directress, for their patient toil and “tired” efforts to train principals and chorus in the way they should go. Results must have partially at least repaid them, for the action was splendid and the dances introduced put life and vivacity into the performance, which the bright, Spanish costumes intensified.

We may say, briefly, that the object of the musical training in the Fort Hays Kansas Normal School is not only to train students to sing and play themselves, but to cultivate, in every individual, the appreciation of good music, an æsthetic taste through which the finer impulses may be expressed, and the ability to impart to others as teachers or social units, the same enjoyment in things worth while.

“Music is a thing of the soul—a rose-lipped shell that murmurs of the eternal sea—a strange bird singing the songs of another shore.”





The Faculty Quartet

FIVE years ago Messrs. Shively, Smith, Matthew and Wooster, for their own edification and amusement, and to keep themselves out of mischief, quartetted a few times.

In September, 1912, the quartet was revived, Mr. Wood taking the place left vacant by Mr. Matthew's leave of absence.

During the winter, County Superintendent-elect Fred Beeby, of Graham county, threatened to invite the quartet out to his county institute in June. With this threat ringing in its ears the quartet prepared a complete program. The proposed trip to Hill City soon grew into a tour of four towns,—Hoxie, Goodland and Colby being the other places visited.

In all, the quartet has given ten concerts. Mr. Smith has varied the program with dialect readings, and Mrs. Wooster has served as accompanist reader.

No member of the quartet follows music as a profession, each having as his regular work a subject entirely removed from that of music. Multiplying duties finally compelled the quartet to refuse further requests for dates.

Curiously enough, the quartet's last concert was given at Hill City, the birthplace of the quartet's concert work, where the biggest audience ever gathered in the Hill City opera house heard the entertainment.

The members of the quartet and their parts are as follows:

C. A. Shively, 1st tenor.

C. J. Smith, 2nd tenor.

F. A. Wood, 1st bass.

L. D. Wooster, 2nd bass.

Mrs. Wooster, accompanist and reader.



OPERA SCENES—"PRINCESS BONNIE"



OPERA SCENES—"PRINCESS BONNIE"



OPERA SCENES—"PRINCESS BONNIE"



“The Princess Bonnie”

A COMIC OPERA given under the management of Miss Macintosh, Dramatic and Stage Director; Miss Bovee, Vocal Director, and Miss Roper, who trained the principals and chorus in the dances.

Pianists,	MISSES BOVEE AND FIELD.
Violinist,	MR. J. H. WARD.
Drummer,	JAMES R. START.

CAST AND PERSONNEL.

Shrimps,	THOMAS MOCK.
Captain Ben Tarpaulin,	L. D. WOOSTER.
Roy Sterling,	LEO BICE.
Bonnie, The Princess Bonnabellavita,	ADA LAW.
Susan Crabbe Tarpaulin,	LILLIAN PICKEN.
Kitty Clover,	LENA HASTINGS.
Captain Surf,	ALONZO BRUMMIT.
Admiral Pomposo,	E. B. MATTHEW.
Salvador,	GAIL GRASS.
Donna Pomposa,	PANSY ROBERTS.
Count Castinetti Marionetti Flageoletti Falsetti,	GEORGE KING.
Lieutenant Fuzee,	HERBERT TUTTLE.

Canoeists, Fishermen, Villagers, Sailors, Marines, Spanish Peasants, Soldiers, Spanish Dancers, Spanish Students, etc.

Time, present.

CHORUS.

Evangeline Healey.	Elizabeth Condit.	Asa King.
Alice Craig.	Flora Hargitt.	Fred Albertson.
Mathilda Meier.	Elsie Nason.	Robert Sargent.
Jacque Strong.	Jean Cave.	Leslie Kiser.
Hilma Peterson.	Ella Hoxie.	George Miller.
Hildur Peterson.	Martin Peterson.	Julius Johnson.
Pansy Roberts.	Walter Scott.	John Seuser.
Elizabeth Apel.	Jesse Gatewood.	Alphonso Brungardt.
Annie Snow.	Gail Grass.	Elsie Grass.
	Elmer Peterson.	

SPANISH DANCERS.

Hazel Rea.	Josephine Hamblin.	Mabel Truan.
Dorothy Hale.	Beatrice Kirkman.	Mabel Robinson.



FORT HAYS KANSAS NORMAL SCHOOL BAND

The Reveille



Orchestra

TWISELTON, MABEL,	Violin.
BRUNGARDT, ALPHONSO,	Violin.
BISSING, RICHARD,	Violin.
GRASS, GEORGE,	Violin.
O'LAUGHLIN, KATHARINE,	Violin.
GRASS, ELSIE,	Violin.
CAVE, JEAN,	Violin.
GRIFFITH, HOWARD,	Clarinet.
JOHNSON, JULIUS,	Flute.
REEDER, CHAS.,	Flute.
MOORE, LEO,	Cornet.
SEUSER, JOHN,	Cornet.
PETERSON, HILDUR,	Alto.
MILLER, GEO.,	Trombone.
WANN, WILFRED,	Cello.
TILFORD, GEO.,	Viola.
ROBERTS, PANSY,	Piano.
START, JAMES A.,	Traps.

The Reveille

Girls' Sextet



PANSY ROBERTS HILDUR PETERSON LENA HASTINGS JEAN CAVE HILMA PETERSON ELLA HOXIE

The Reveille



JULIUS JOHNSON, 1st Tenor, Flute.

ALONZO BRUMMIT, 1st Bass, Solo Cornet.

THOMAS MOCK, 2nd Tenor, Baritone.

LEO BICE, 2nd Bass, Melophone.



Literary Department



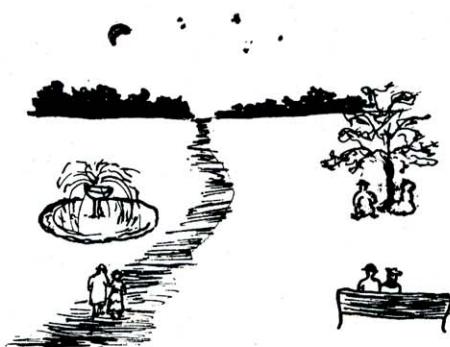
A Freshman's Tribute to the Seniors

Juniors, Sophomores, Freshmen! Lend me your ears.
I come to honor the Seniors, and to praise them;
But the honor of the Seniors lives after them;
Their praise is often not heard outside of their zone;
So let it be with the Seniors. The noble Juniors
Have told you that the Seniors are too dignified;
If it were so it were not a grievous fault,
Nor grievously have they answered it.
Here, under leave of the Juniors and the rest—
For the Juniors are honorable classmen;
So are they all honorable classmen,—
Come I to speak to the Seniors' dignity.
They are our friends, faithful and just to us.
But the Juniors say that they are too dignified;
And the Juniors are honorable classmen.
They have helped many Freshmen to learn the rules,
Which seem to be different in all the schools.
Did this in the Seniors seem too dignified?
When the Sophomores have wailed over geometry, the Seniors have helped them;
Dignity should be made of sterner stuff:
Yet the Juniors say that they are too dignified;
And the Juniors are honorable classmen.
You all did see the Seniors at the Assembly,
When they were presented with the balcony,
Which they did graciously receive: were they too dignified?
Yet the Juniors say that they are too dignified;
And, sure, they are honorable classmen.
I speak not to disprove what the Juniors think,

The Reveille

But here I am to speak what I do know.
The Freshmen and Sophomores love, not without cause:
What causes then the Juniors to think the Seniors too dignified?
O Dignity! thou art fled from the Juniors,
And they have lost their reason. Bear with us;
Our thoughts are with the Seniors,
And we will rejoice when dignity comes to us.
Before Commencement the dignity of the Seniors
Stands against the world; afterward it belongs to the Juniors,
And none so poor to do it reverence.
O Sophomores! If the Freshmen were disposed to stir
Your minds with rage against the Juniors,
We would do the Juniors wrong,
Whom you all know are honorable classmen.
We will not wrong them; rather would we choose
To wrong ourselves and you, O Sophomores,
Than to wrong such honorable classmen.
But here's a parchment with the seal of the Seniors,
Which we found in their vault,—It is their will:
Let but the Freshmen and Sophomores hear this statement—
Which I will read to you:

"Unto the Juniors do we bequeath all our dignity, which we hope will be increased two-fold before the Juniors have need of it. We hope that they will have a small portion to hand down to classes following them."





Sights at Fort Hays Kansas Normal School

There entered one day at the Normal door
A party of guests, full half a score;
Our fame had spread far, and in passing thru
They had stopped to see if it could be true.

They were greeted at once by a Senior tall,
Who said, "Permit me to show you all
The sights we have and the work we do,
The buildings, the classes, and teachers, too."
To the Library first he led the way.

Well stored with books, both grave and gay.
Next to the manual training room on the lower
 floor,
With the finest exhibits e'er seen before.

There were dressers and tables, all finished with
 skill,
While clubs and dumb-bells the cabinet fill.
And Seuser's baskets so carefully braided,
At which if you'd laugh you'd surely berated.

Then they visited classes in English and Physics,
In German and Cicero, History and Civics.
At the ringing of bells, the student call,
They entered the handsome assembly hall.

William Bolt, the chairman, keen,
Opened the assembly with dignified mien.
The singing was led by Miss Helen Bovee,
Who said each must sing or go away.

Poland was ready with an assembly speech,
With flights of eloquence few could reach.
As the pupils marched out with yell and shout,
The guide politely showed the guests about.

Said he, "Not to miss the principal features,
We would like you to meet the rest of the
 teachers,

Miss Dora Grass our English instructor
And Miss Annette Foster, our Latin conductor,

Professor Wood, with dignified mien,
Takes the band boys to Katherine."
Then Van Cleave said at once,
"I'll have my boys pull off some stunts."

Here's Miss Keller, who does instruct
Student teachers school to conduct,
And Professor Beach, who says, "Neath the
 shining sun
No unconstitutional thing shall be done."

There is Miss Agnew, who always knows
The mixing and baking of batter and doughs;
And Miss Condit, we all confess,
Can teach us to cut and fit a dress.

And here is Mr. Speer, with hoe and spade,
Who teaches how a garden is made.
Now meet Mr. Bird, who ought to have things,
For he attends to so many things.

Here comes Miss Apel, the teacher of Dutch,
And here Mr. Wooster, who worries so much
Over bugs, and insects, flowers and trees,
And keeps his students busy as bees.

This is Mr. Matthew, who on a clear day
Can measure a flag-pole a mile away.
And Mr. Shively, the teacher of Ed.,
Who makes us keep dates and facts in our head.

Miss Lula Bice the library keeps,
And comes down hard on each youngster who
 cheeps;
And Miss McIntosh, who helps her to see
That each student is what he ought to be.

Miss Stone teaches across the creek,
And helps the little ones to speak.
Miss Roper, our latest prize,
Teaches the value of exercise.

Here is Mr. Tilford, who tries with all his
 might
To teach the student how to write;
And last, President, dignified and tall,
Who is honored and respected by each and all.

The guests were delighted with the school and
 its work,
With its students all busy with no work to
 shirk,
And as they departed they said, "O yes,
We will speak a good word for F. H. N. S."



A Romance According to Miss Keller's Five Formal Steps in Teaching

Aim. Cupid:

Young man, young man,
Whither dost thou stray?
Upstairs and downstairs,
In the halls so gay.
There to find a maiden,
Very fair to see,
To woo as a life companion.
Why, what else could it be?

I. PREPARATION:

On a bright and sunny morning
When cloudless was the sky,
We chanced to meet this young man,
As he went hurrying by.
Quickly he was going
To the Normal near at hand,
Where there were many maidens,
The fairest in all the land;
And into this Normal
Went our young man.

II. PRESENTATION:

A sweet pretty maiden
Sat in a class-room,
Awaiting the teacher, that day;
Along came this young man
And sat down beside her,
But did not scare her away.
Instead, this wee maiden
Sat there beside him,
And talked of the—weather—we'll say.
Her face was so sweet and fair,
The young man could do naught but stare,
So Cupid found work right away.

III. COMPARISON:

This young man was a merry young man,
And a merry, young bachelor was he;
He tho't of his pipe and tho't of his books
And tho't of his evenings free;
Then he tho't of his love and a cozy home,
And how happy together they'd be,—
For a home without a mistress
Is most incomplete, you'll agree.

IV. GENERALIZATION:

Woman, they say, was made for man.
They try to believe, and maybe they can;
At least they're both here, and that is quite clear;
So man should have one dear, who's always quite near.

V. APPLICATION:

So Old Father Smith went to the church,
To join this young couple as one;
When the guests, all so fair, at last had come there,
They found that the deed had been done.



Words of Good Cheer to the Incoming Committee

Our successors stand before you,
Cheery, smiling, bright and gay;
They soon will involve the power
And over us will have full sway.

But for fear this smile will vanish
When a Thursday morn draws near,
We see the need, upon departing,
Just to give a word of cheer.

We have grown somewhat light-headed
When this term first started out,
But as time has passed you notice
A great change has come about.

Hair that once was light in color
Now is inter-streaked with gray,
For the work cast down upon us
Has proven anything but play.

But now, dear friends, don't be discouraged;
Only two of you are light,
And what worried us gray-headed
You may figure out all right.

When we took our oath of office
We soon entered on a career
With a great duty cast upon us
For Short Course was drawing near.

The main part of our third program
Was a story of five pigs,
And they proved a happy family
With their grunts and squeals and gigs.

Pigs, like people, must have practice
In their actions, grunts and squeals,
Before the last fruit of their efforts
To an audience appeals.

Trouble then upon us hastened,
For Short Course was all the go,
And with educated people
A poor dumb pig stands little show.

So with us the question rested,
And we practiced here and there,
Lost the play, and then composed it.
Do you wonder at our hair?



The Reveille

But it had a happy ending,
For 'twas found and phoned to Hays,
And just before the program
We all practiced on the stage.

And so it went with other programs—
Trouble like you never saw,
And on thirty minutes' notice
I was Heinz's Mother-in-law.

Little things like these just mentioned
Oftentimes have crossed our path,
But if you're on a committee
Do not grumble,—better laugh.

But we're glad we've had the training,
And we've tried to do our parts,
And you've proven faithful helpers,—
Lifted burdens from our hearts.

And now we wish to tell you,
All of you who gave us aid,
How we're grateful for your efforts:
Thanks, until you're better paid.

Toast to Seniors

Here's to the Seniors, weary and worn;
Four long years have they toiled for the goal.
Great are the burdens they have patiently borne:
Exams, and quizzes that torture the soul;
Lessons that often were heavy and long;
Failures, too, have fallen their lot,
But, pressing onward with hearts brave and strong,
They've won great victories in battles hard fought.





Chronicles of the Class of 1914

The Book of Fresmia

CHAPTER I.

Now when Mr. Picken was principal, it came to pass that a number of youths and maidens fair entered the State Normal School.

Now these youths and maidens fair did form a class, and its name was '14.

A prophet said, "Mr. Picken, thou shalt love this class. Yea, fourteen times more than any other;" and Mr. Picken an-

swered and said unto him, "It shall be so."

Now when this class entered the State Normal there was rejoicing and gladness throughout the land, such as was never before witnessed.

Now there was a council of wise men called to see how this class should be arrayed.

And seeing this class was good, they spake and said: "We shall make them a mantle of pink and white."

CHAPTER II.

It was at this time that the spirit of '14 grew and waxed strong.

And six moons had passed over the heads of '14.

CHAPTER III.

It was at this time '14 found many inspirations and grew to be ambitious.

But now the favored class of Mr. Picken became wearied and fell into a deep sleep.

The Book of Sophomorkiza

CHAPTER I.

And when '14 had awakened from its long sleep, it beheld a new class, and lo! the eyes of '14 were opened and it saw the greenness of '15.

Now the heart of '14 was large and it straightway had compassion on its brother class, '15, and was kind to its members and instructed them in the way they should go.

And there was peace and joy throughout the school.

And it came to pass at that time that '15, seeing the wisdom of '14, was jealous and disobedient.

And when '15 came and stood where he could see '14 in his pride and splendor, '15

said, "We will raise up a throne and '14 will fall down and worship us."

So '15 came unto '14, saying, "Thou hast cared for us, but now it is come and thou shalt fall down and worship us."

But alas! they knew not of the power of '14.

CHAPTER II.

And there was an enmity sprung up between the two classes which lasted for many days.

Now when Mr. Picken saw these things he was troubled, for he was a man of peace.

CHAPTER III.

Now by this time the words

of the prophet had been fulfilled, and '14 had grown to be the most beloved of all the classes of the State Normal.

And '14 said, "We will make merry and gay, because we are wise and happy."

And '14 went to Custer's Island and did frolic and eat and drink and was merry.

And it was far into the night when they returned, bringing with them the sons and daughters of '15, gathered from highways and hedges.

Now when '15 saw its sons and daughters captivated by '14 its pride was humbled: And Commencement was the ending of the second year.

The Book of Junioriah

CHAPTER I.

Now when '14 awakened from its long sleep it beheld '13 preparing to overwhelm it.

But remembering the words

of the prophet, '14 gave a call which brought all of the youths of the class together.

And they counseled together, saying, "We will take this

leather ball, called a Football, and prepare for battle.

So saying, eleven of the most stalwart youths prepared themselves to meet the enemy.



The Reveille

At last the struggle came, and the two did clash and strive.

But, being equal, each went its own way.

And '13 lived for six moons in peace and quiet.

CHAPTER II.

And it came to pass that when all was peace and quiet, the prophet appeared, and speaking said, "Since '13 has been so humble, thou shalt prepare for them a feast."

Then '14 answered and said, "So be it."

So upon a certain afternoon a committee of three wise mem-

bers was appointed by '14 to bring to pass the promise given. And it came to pass in the month of March that '13 arrayed and betook themselves to the place appointed.

When lo! before the eyes of all '13 there appeared in dazzling splendor the feast so bountifully prepared.

Now when their eyes beheld this vision, there was great rejoicing.

And they did eat and drink and make merry.

CHAPTER III.

Now when the Annual Hike was proclaimed, all enmity was

forever banished between '13 and '14.

Lo! on a certain morning great wagons came, and when they were filled with youths and maidens fair of '13 and '14 they departed to Custer's Island.

Now there were maidens in those classes that understood Domestic Science, and they did prepare a feast that brought gladness unto the hearts of the youths.

There was great feasting and rejoicing.

And there was sadness in the hearts of '14 when '13 left forever the Halls of Learning.

The Book of Seni

CHAPTER I.

Inasmuch as the members had again slumbered and slept, they awakened to find themselves the most aged of all the classes.

So they immediately arose and said, "We will make unto ourselves a name that shall be a sign of learning for all ages to come."

And it came to pass when Mr. Picken betook himself to another center of learning, Mr. Lewis did come into their midst as President of the School and sat with them in council.

Now at this time '14 arrayed themselves in pink and white and worked with great diligence.

CHAPTER II.

Now it came to pass that,

when '15 beheld the glory of '14, their hearts were filled with envy and malice.

Whereas one morning in Student Assembly, the multitude gazed upon '15 as they tried to ape '14 in manner, dress and custom, so strong was their desire to resemble their brother class.

And it was not long after this that there came a sorrow to '14, as '15 did not cease in their determination to imitate the upper class, and this made many stubborn like unto the animal with long ears.

But this was not long, for they saw it was foolish.

And mended their ways.

It was at this time that '15 gave a reception to '14, for it was the custom.

CHAPTER III.

Now it came to pass that '14 spent much time over a Book called the Annual.

Now this Book was to pay tribute to the Fort Hays Kansas Normal School, as the school was lately dedicated by wise people called the Board of Administration.

Inasmuch as '14 had long been called Seni, there appeared the prophet unto them saying, "Fear not; as long as the stars shine, thou shalt prosper and do good unto mankind. Verily I say unto you of all the classes of the Normal, thou art most wise. Blessed are they that seek wisdom, for they are the gainers thereby."

And it shall be so even in the name of Fort Hays Kansas Normal School.



The Reveille

To the Ones Who Take Our Place

When springtime comes to close the year,
And classmates have to part,
There's a feeling kin to sorrow,
And a sadness in the heart.
Some perhaps will leave forever
Scenes and faces now held dear,
Common ties may soon be broken
That so closely bound us here.
But this gift we leave behind us,
Tho' forgotten be each face,
The memory of a golden friendship
To the ones who take our place.

Sometimes 'tis hard to leave and know
The honored place we filled
Another holds and receives the praise,
That once our hearts has thrilled,
But the order of the old must change
And make way for the new.
So departing, underclassmen,
We give our place to you.
You perhaps will far outreach us,
Still we wish both strength and grace,
For work to do the coming year
By the ones who fill our place.

The old familiar scenes we loved,
The winding path, where waters flow,
May to you bring still more gladness,
Tho' we're loath to leave them so.
A pleasant year, a happy life,
The best we wish for you,
A star of hope, a memory golden,
To guide the journey thro'.
Your name upon the honor roll,
That time can ne'er erase,
Together, Pals, we'll drink the health,
Of the ones who take our place.

A. L. S.



Verselings

Advice to Freshies

Don't try to hide from Assembly, Freshies,

Don't talk within the halls,

Don't push your chairs across the floor,

Don't mark upon the walls.

Don't visit in the Library,

Don't tear the books and papers,

Don't mar the backs of reference books,

Don't try to cut up capers.

Advice to Juniors

Don't speak until you're spoken to,

Be careful not to fall,

Don't be afraid of Seniors,

Don't think they think they're all.

Don't miss your early morning class,

Don't ever get there late,

And don't forget that rubber band

To strap around your pate.

The Seniors' Lament

Nobody works but the Seniors,

And we toil the livelong day,

Writing themes and orations,

With never a minute to play.

Besides, we must write for an Annual,

Anecdote, joke and rhyme,

Until we are almost rushed to death

For just a little more time.

Astronomy

1. The surging students busily work
These lovers stop—no, never!
In spite of Chapel, lab. or Prof.
They just stroll on forever.
2. They whisper, whisper soft and low,
In accents both together;
For work may come and work may go,
But they go on forever.



Recipes from the Domestic Science Department

ANGEL FOOD. Recommended by Clyde McMindes.

First get your angel. Then feed her a liberal amount of chocolates. Mix all with American Beauties and Violets, and flavor with flattery, ardent glances and opera tickets. Assembly dates may be added if desired.

Motto: Be careful not to let any other fellow walk across the campus with her, as the slightest jar may cause the angel to fall out with you.

LIBRARY SANDWICHES. Recommended by Fannie Stout.

Take two chairs in the farthest corner of the library. Spread well with text-books and magazines. For filling, use two students,—Domestic Science and Agriculture make a good combination,—with a dressing made of low whispers, coquettish glances, and suppressed giggles.

NOTE: Do not allow too much time, as Librarian may spoil the results.

The Call of Kansas

Surfeited here with beauty, and the sensuous, sweet perfume
Borne in from a thousand gardens and orchards of orange bloom,
Awed by the silent mountains, stunned by the breakers' roar,
The restless ocean pounding and trilling away at the shore,
I lie on the warm sand beach and hear, above the cry of the sea,
 The voice of the prairie, calling, calling me.

Sweeter to me than the salt sea spray, the fragrance of summer rains,
Nearer my heart than these mighty hills are the wind-swept Kansas plains;
Dearer the sight of a shy wild rose by the roadside's dusty way,
Than all the splendor of poppy fields, ablaze in the sun of May.
Gay as the bold poinsettia is, and the burden of pepper trees,
The sunflower, tawny and gold and brown, is richer to me than these.
And rising ever above the song of the hoarse, insistent sea,
 The voice of the prairie, calling, calling me.

Kansas, beloved Mother, today in an alien land,
Yours is the name I have idly traced with a bit of wood in the sand.
The name that, sprung from a scornful lip, will make the hot blood start,
The name that is graven, hard and deep, on the core of my loyal heart.
O, higher, clearer and stronger yet, than the boom of the savage sea,
 The voice of the prairie, calling, calling me.

ESTHER M. CLARK.

The Reveille

The Western
Normal Leader

Volume 7

Hays, Kansas, Saturday, March 28, 1914

No. 14

Gratory is Right.

A black and white portrait of Frank M. Johnson, a young man with dark hair, wearing a dark suit jacket, a white shirt, and a dark bow tie. He is looking slightly to his left. The background is plain and light-colored.

Senior Play Chosen.

The "Fortune Hunter" by Winchell Smith is the play selected by the seniors for their annual production.

A black and white portrait of a young man with dark hair, wearing a dark suit jacket, a white shirt, and a dark tie. He is looking directly at the camera with a neutral expression.

The boy is a young man in the city and on the advice of a friend goes to the country to seek his fortune. Of course, he is successful but in the meantime many interesting

Library Changes

Many changes are being made in the library these days. The south room is to be used wholly for a stack room and all the books will be kept there. The middle room is to be used as a reading room and art gallery. Many of the pictures of the new collection will be placed there. The north room will be used as a reading room. It will also serve as a museum and the buffalo that is being mounted for the Normal will be placed in that room.

Brungardt, the new cheer leader said some very nice things about himself. That he was the man for the place, having experience dating back to when he was quite young when he always led the yells.

Preliminaries in Debate.

A black and white portrait of a young man with dark hair, wearing a dark suit jacket over a white shirt with a dark bow tie. He is looking directly at the camera with a neutral expression. The background is plain and light-colored.

Seniors Entertained.

Mr. and Mrs. Lewis, assisted by Misses Roper and Condit entertained the senior class on St. Patrick's eve.

The evening was pleasantly spent in games, telling Irish riddles.

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noise outside which one proved to be a group of underclassmen who were out on a lark and wished to pay their respects to the seniors.

Light refreshments were served.

Continued on seventh page





The Western Normal Leader

THE WESTERN NORMAL LEADER is the official paper of the Fort Hays Kansas Normal School. The editor and business manager are elected by the student body each year. The assistant editor and assistant business manager and the various reporters are appointed by the editor and business manager.

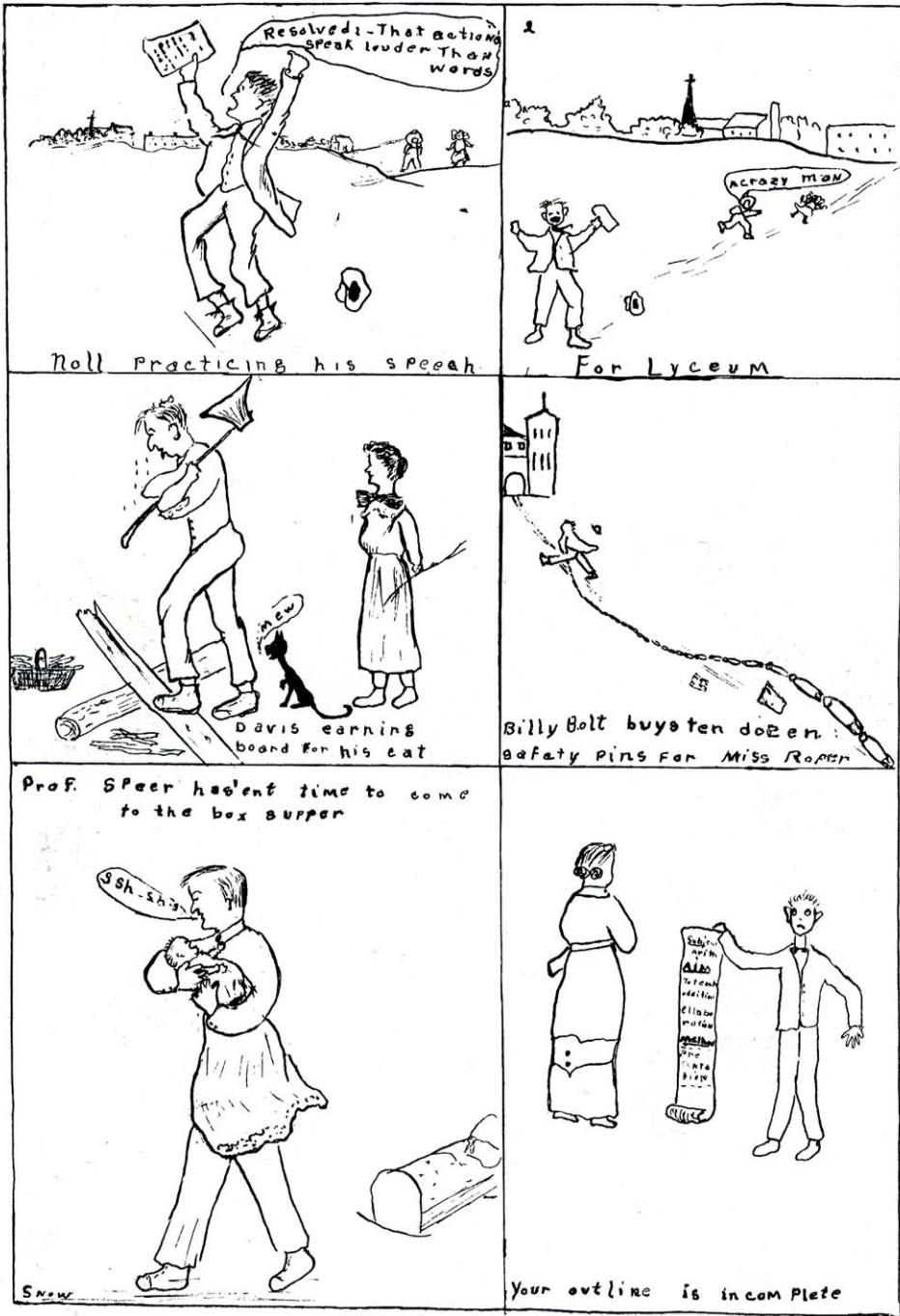
Staff

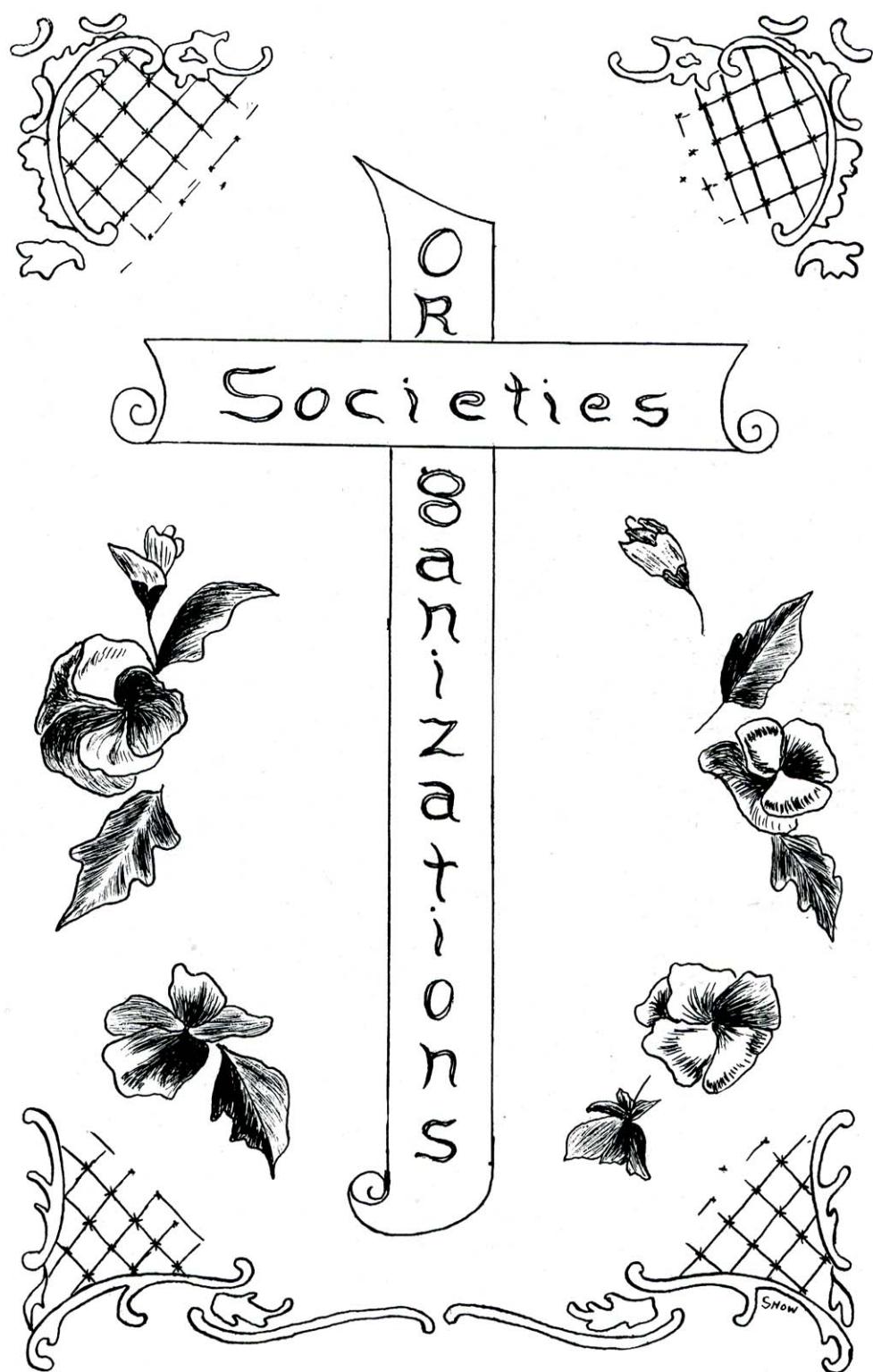
ALFRED RICHMOND,	. . . . .	Editor-in-Chief.
JAMES A. WINCHESTER,	. . . . .	Assistant Editor.
ALBERT WHISNANT,	. . . . .	Business Manager.
CLAUDE H. EARLE,	. . . . .	Assistant Business Manager.
RALPH ARCHER,	. . . . .	Athletic Reporter.

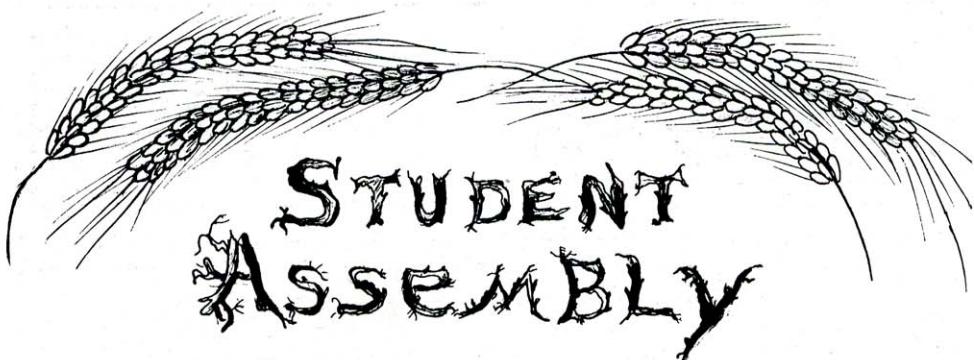
With the beginning of this year the LEADER has undergone many changes. The size of the paper was changed from the booklet form to the semi-magazine style. Regular departments have been maintained and appropriate material given to them in each issue.

The policy of the paper is to reflect student opinion and student life as it is, and to give to each enterprise in the School such recognition as its merits deserve.

The publication is maintained on a regular business basis, the staff sharing the responsibility and proceeds of the enterprise.







The Students' Social Center

THE STUDENTS' SOCIAL CENTER is a new movement in the Fort Hays Normal School. It is a unified effort of the students to develop a cosmopolitan social atmosphere that will include every student of the School. It was recognized by Mr. Lewis, the President of the School, that to be efficient, in the life-work which the students of this Normal School have chosen as their life-work, there must come to each student a realization of the social requirements of community life, and to fully understand these requirements would necessitate actual participation in social life with that end in view. Therefore, being fully convinced of the practical benefits to be derived from such a movement, Mr. Lewis, with and through the coöperation of the School faculty, devised a "Social Center Movement" within the institution.

The organization thus formed is composed of the student body as a whole. They have one day each week for Students' day. The Assembly exercises that day are conducted by them and for them. The executive power of the organization is vested in a committee of three chosen from the student body, who serve for one term. They have charge of all the meetings and social functions of the organization. They prepare and present a program each Thursday at the regular assembly hour. It has been the aim of each committee to arrange the program so as to cover the several phases of school activities, and at the same time make it entertaining. In addition to the executive committee there is elected a "yell leader," whose duty is to concentrate the energy of the students into vocal expression whenever there is need for demonstrating school spirit in a forceful manner.

The student officers work under the direction of an appointed member of the faculty, who is called the faculty adviser.

Judging from the accomplishments of this year, and the favorable comment of all who are familiar with student activities of all forms, we feel safe in saying that the part the Social Center will play in the future in the School's development will be of increasing importance. It is expected that the opportunities and powers of the organization will be enlarged until it becomes an authoritative force for the control of most of the student affairs.

ALFRED RICHMOND
CHAIRMAN
MAUDE McMINDES
ELLA HOXIE

WILLIAM BOLT
CHAIRMAN
FLORENCE IRWIN
GRACE COPELAND

WALTER SCOTT
CHAIRMAN
IDA DARKES
ALICE BEEBY

ERIE CUMMINGS
CHAIRMAN
ADA LAW
FRANK SULLIVAN

STUDENT ASSEMBLY

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The Reveille



Lyceum

TRAVEL east, west, north or south, through all this broad land, and you will find no happier group than this. The reason why, may be plainly seen: we are Lyceums. One of our principles is to have a pocket with holes. Why? That's not hard to guess, but we will tell you. It's such a fine receptacle in which to carry our troubles.

We were organized ten years ago, March 14, in the original Normal building on Fort Hill. We adopted the name, colors and constitution of the Lyceum society of the Emporia Normal School, merely amending the constitution to fit our particular needs.

Through the years that have come and gone we have grown from a hearty infancy, through a sturdy youth to a vigorous, enterprising maturity, capable of accomplishing whatsoever we will. So well have we thrived that our once commodious hall is no longer large enough to hold us, and we have been obliged to abandon it.

One might be led to believe, by the number of orations and debaters the society furnishes, that our success is possibly due to the fact that we were organized in March. We cannot say as to that. All we know is, that we are very proud of those who have brought us honor.

Not only have we been successful in literary work, but in athletics our boys and girls have won glory for us in the past, and we have no fear for the future in this respect. One noticeable feature in all society work has been the true sportsmanship with which we have either lost or won.

To be among us in our social gatherings is to wish to be one of us. Thus our society cannot do otherwise than flourish. Our position here has been, thus far, that of pioneers, but as we dream dreams of the glorious future of the Fort Hays Normal School, we must not forget that our mission is but partly completed if we send out men and women strong in physical and intellectual strength only. That is not the sole purpose of our being. The development of souls courageous and helpful, who have seen the vision of life in its true aspect and can impart it to others and realize it in themselves, should be our greatest pride and glorious endeavor.

The Reveille



LYCEUM GROUPS



Literati Society

COLOR, Crimson.
MOTTO, Non Scholæ Sed Vitas.

YELL.

*Hoo-rah, Hoo-rah.
Oh! My,
Rah, rah, rah,
Lit-er-at-i.*

BACK in the misty history of the Fort Hays Normal School we see intermingled that of its first noble offspring, the Literati Society. There are certain great landmarks that loom up in the shadows of that far-distant past. There is much in it that is hard to separate from that of the history of the School, because of the fact that for a considerable period of time it was the only organized literary and social force in the institution. The debates, parliamentary drills, declamation work, plays, socials, and athletic work were largely dominated by its benign influence.

Its organization marks one of the great steps forward in the history of the institution. On the 19th day of September, 1902, Mr. Picken, who was our worthy principal in those days, called a mass meeting of the students for the purpose of organizing a society. This was a great meeting. Questions of great moment were discussed, fiery speeches were made, almost ending sometimes in hand-to-hand encounters; but through it all there was a determination to establish a society with a strong democratic constitution, giving equal rights to all. The purpose was finally accomplished, and today this society stands the peer of any in this institution or in any school.

Much of the early history is lost. In fact, the early records were stolen—perhaps by a savage Comanche or a desperado of the prairies, for those were wild days. That early history has been handed down by word of mouth. In this day the younger members of the Society are gathered around the camp-fires in the evening, and stories of the valiant deeds of such historic characters as Fat Wallace, Crocker, Bice's, Smith, McVey's, Leahy and many others, are related. As the younger members hear these inspiring stories their blood runs warm, eyes shine, faces flush, and hands clench as they resolve that they will equal or even surpass these wonderful feats.



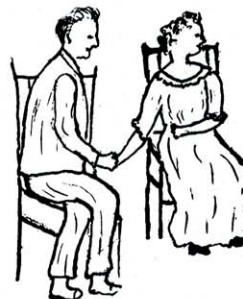
The Reveille

Those were great days! Meetings were held at 8:55 A. M. every two weeks. Every member was compelled to attend and take part in the program. The faculty of the School gave credit for work done. Contests, socials and athletic sports were engaged in. Plays were staged, and great enthusiasm and earnestness were exhibited in everything.

In the year 1903 it was thought best that another society be organized. As a result, a part of the Literati members organized a sister society which was called Lyceum. This gave more competition and a greater opportunity for every one to have a chance for literary work. These two societies have worked harmoniously through the years, and have been a great inspiration to each other.

At the beginning our membership included all the students of the School. Since the organization of the sister society our society has kept its quota of students as members. We have engaged in many contests in literary and athletic work, and have easily won a majority, as the records will show. We now hold regular meetings every Friday evening, elect officers at the beginning of each term, have committees of various kinds, a fine hall, well seated, and decorated with pictures, and a membership that surpasses any other in numbers and enthusiasm.

With such inspiration, what can we not do! Our young men and women have all this rich heritage! They will strive to surpass any of these achievements. With all these facts we can feel assured that the work and usefulness of the Literati Society will broaden out into more fields and bring honor and fame to our Alma Mater.



The Reveille



LITERATI GROUPS



LITERATI AND LYCEUM SCENES



Brief History of Debate

THE first work in debate began in 1905, with Mr. E. B. Matthew as coach. Much interest was aroused among the boys for this work, and in the following year the work was carried into the societies. This resulted in a contest in the spring, the Literati winning the debate. The result awakened a still greater interest in this work in 1907, and again the Literati won from the Lyceum. Debate work reached its climax in the societies in the winter of 1908, when the faculty offered a prize to the winning team. The Lyceum Society won this contest, and the rest of the year was spent in organizing debating clubs. In 1910 the Delphian and Entre Nous organized, and in February the Delphian, which was composed of undergraduates, challenged the Entre Nous or Seniors for a contest debate.

The Delphians won the contest by a decision of two to one. In 1912 debate was approached in a more scientific manner. Ward Sullivan organized a class for the technical work. The class was organized with an aim, and definite results were accomplished.

At the beginning of this year three societies were organized: the Delphian, a continuation of the old society; the Forum, which took the place of the Entre Nous; and the Olympian, composed entirely of girls.

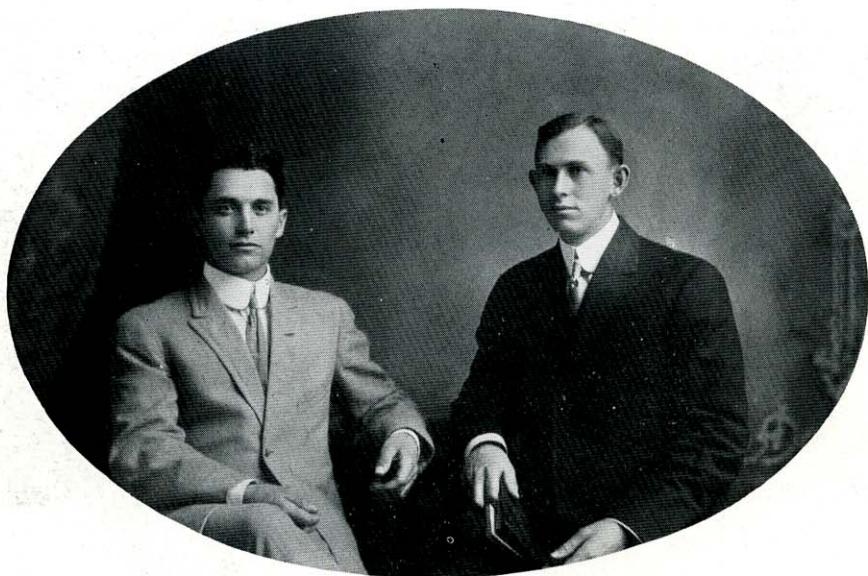
For the first time in the history of the School a contest debate was secured. A preliminary debate was held for the purpose of selecting debaters to represent the school against Emporia and Pittsburg Normals.

The State contest will be held at a late date—May 8th, 1914.

DEBATING GROUP



Debating Teams



Fort Hays Kansas Normal School *vs.* Pittsburg Normal and State Normal.

Question : "Resolved, That to further materially increase the army and navy of the United States is undesirable."

Affirmative team, A. F. Whisnant and A. B. Richmond; meet Pittsburg at Pittsburg, May 8, 1914.

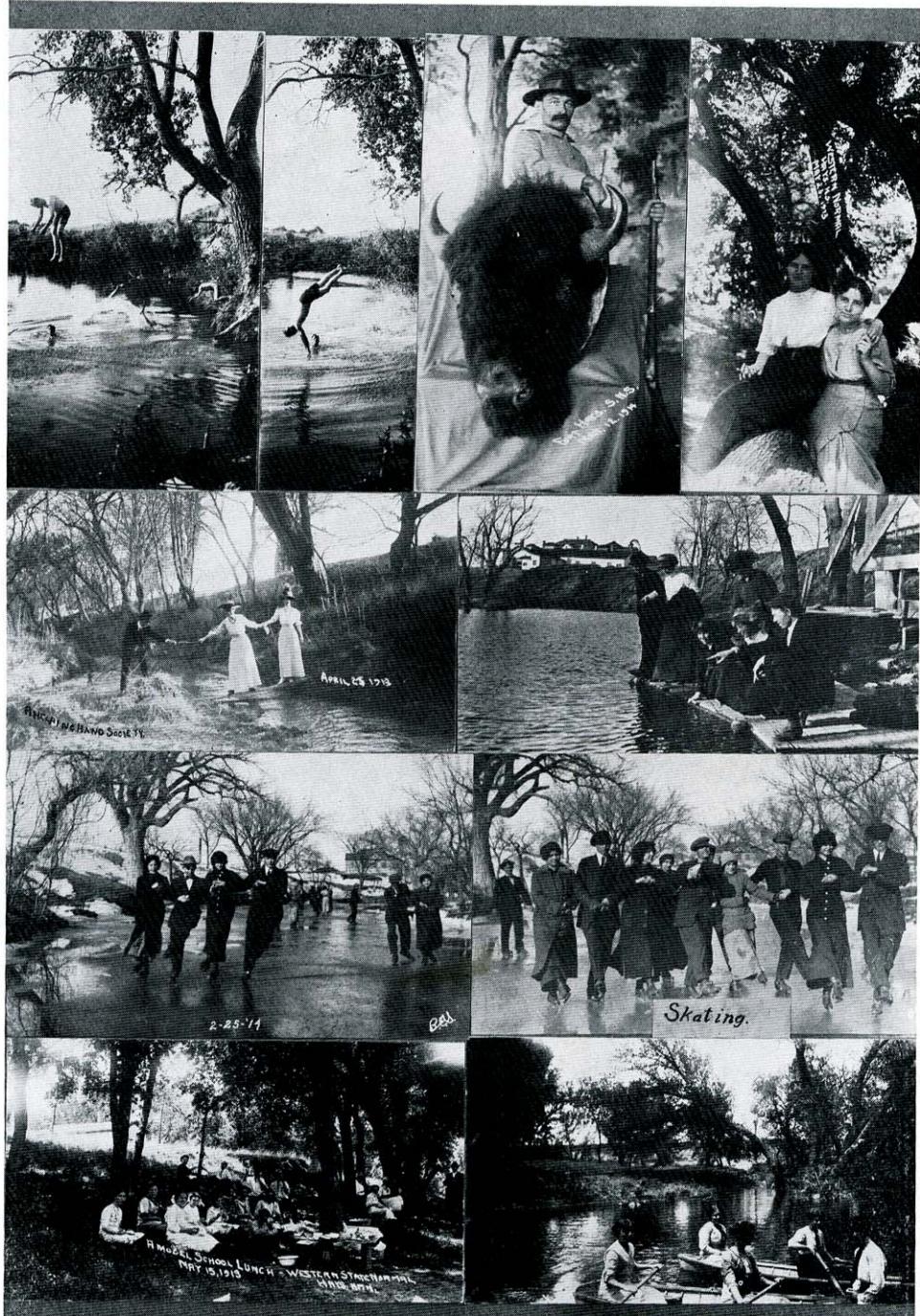
Negative Team, Karl Noll and L. D. Reynolds; meet Emporia at Hays, May 8, 1914.





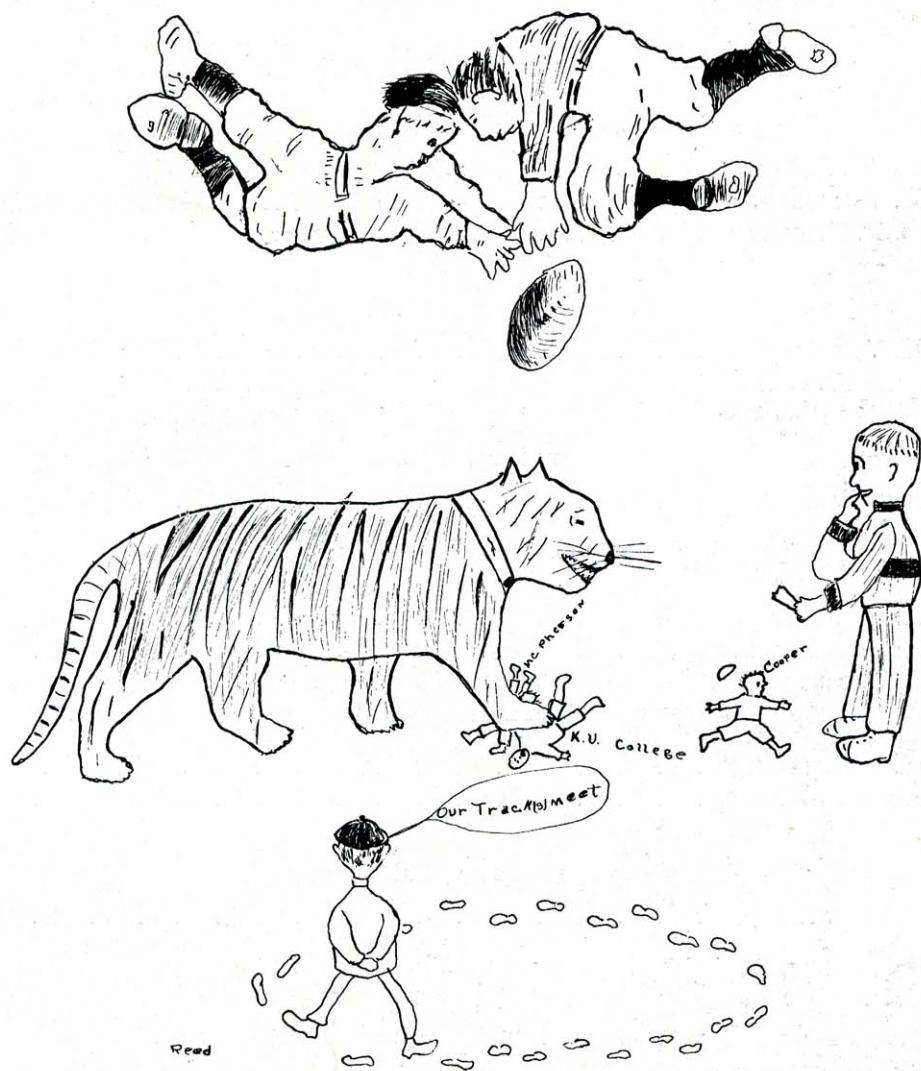
SCHOOL SCENES

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FORT HAYS KANSAS STATE COLLEGE



CREEK SCENES

ATHLETICS





Athletic Association Officers

FACULTY BOARD OF CONTROL.

PRES. W. A. LEWIS	Chairman.
I. H. VAN CLEAVE	General Manager Athletics
GEO. R. TILFORD	Secy.-Treas.

INTER-SCHOLASTIC TRACK MEET COMMITTEE.

I. H. VAN CLEAVE,	Chairman.
C. J. SMITH.	JOHN S. BIRD.

FOOTBALL, 1913.

FRANK CARMEN,	Captain.
-------------------------	----------

FOOTBALL, 1914.

WALTER SCOTT	Captain.
CLARENCE LOREDITSCH,	Manager.

BASKET-BALL, 1914.

HARRY NIELSEN,	Captain.
MARTIN PETERSON,	Manager.

BASEBALL, 1914.

JESSE GATEWOOD,	Manager.
---------------------------	----------



The Renegade

The Football Season of 1913



FRANK CARMEN.

Position, right half. Weight 150 lbs.

Captain Carmen was the "pepper-box" of the team. His long forward passes and twisting runs were always in evidence in the game. "Car" also used his "educated toe" when the opportunity came.

THE season of 1913 was one of the most successful the Normal has ever had. Only one defeat was registered against the team. As many of the players were playing their first year, this record speaks very highly for the team and the coach. With several of the "K" men back next year and the large amount of promising material that showed up this season, a winning team is assured for 1914.

Besides the men who were granted letters this year, several others deserve special mention. These are: Rector, Emmett Fink, Ed Fink, McVey, Chittenden, Quint, Wilson, Beeby, Crissman, Albertson, Seuser, Gatewood, Miliken, Ottken, and Scott, who is next year's captain.

The 1913 Record

	Normal.	Opponents.
Oakley at Hays,	96	0
Oberlin High School at Hays,	35	3
Norton at Hays,	33	6
Cooper College at Hays, . . .	0	23
Salina "All Stars" at Hays, . . .	125	7
Total,	289	39

The Reveille



HARRY NIELSEN.

Position, fullback. Weight, 165 lbs.

With the graduation of Harry Nielsen this year the Normal loses one of the best athletes it ever produced. "Swede" as a line plunger and punter was hard to beat. Always fighting and never giving up, regardless of how the game was going, made him one of the mainstays of the team.



WILLIAM BOLT.

Position, left half. Weight, 158 lbs.

When it came to hard tackling "Billy" was always on the job. He also had a special liking for off-tackle plunges. A steady, consistent player, who could be counted on as a sure ground-gainer. This was Bolt's first year in football.



WALTER SCOTT.

Position, tackle. Weight, 160 lbs.

The only reason that Captain-elect Scott didn't get his letter this year was on account of a serious injury at the beginning of the season. An experienced aggressive player, self-possessed, quick in thought and action. With these qualities he is in every way qualified to captain the team of next year.

The Renegale



WILLIAM MILLER.

Position, right end. Weight, 155 lbs.

The "kid" of the team, being only seventeen years old; nevertheless "Bill" played "some" football this year. Breaking up interference and hard tackling were his specialties. Great things are expected of Miller next year.



MARTIN PETERSON.

Position, left end. Weight, 160 lbs.

"Pete" was one of the speediest and flashiest players on the squad. These were not all of his good points. He also had the ability to pluck forward passes out of the air and get away with them.



CLARENCE LOREDITSCH.

Position, quarterback.
Weight, 161 lbs.

Clarence Loreditsch played a star game at quarterback this year, being noted for his speed and head work. He was a sure tackler and ground-gainer.

"Fat" is our next year's Manager.

The Reveille



ALFRED RICHMOND.

Position, right tackle.
Weight, 155 lbs.

Having an unusual ability to adapt himself to any position made Richmond a very useful man on the team. "Dad" also had the knack of getting through the line and nailing the quarter-back in his tracks.



RALPH ARCHER.

Position, center. Weight, 180
lbs.

Archer played a fine game this year in the keystone position, and with another year's experience he will prove himself a world-beater. A fighter from start to finish, playing a clean, hard game.



FRANK WASINGER.

Position, right guard.
Weight, 185 lbs.

A steady player, always to be relied upon. His ability to make large holes in the opposing line earned Wasinger a sure place on the team.

The Reveille



JAMES LAMBERT.

Position, guard. Weight, 215 lbs.

For hard work alone, Lambert deserves a place on the team. He is a new man at the game, but is always willing to learn. With his weight and experience, he will be a valuable man next year.



E. C. CUMMINGS.

Position, left tackle. Weight, 150 lbs.

Starting out with little knowledge of the game, Cummings developed rapidly into a steady player. Being a hard worker, and with his ability to play in several positions, he promises to be one of the future star players for the Normal.

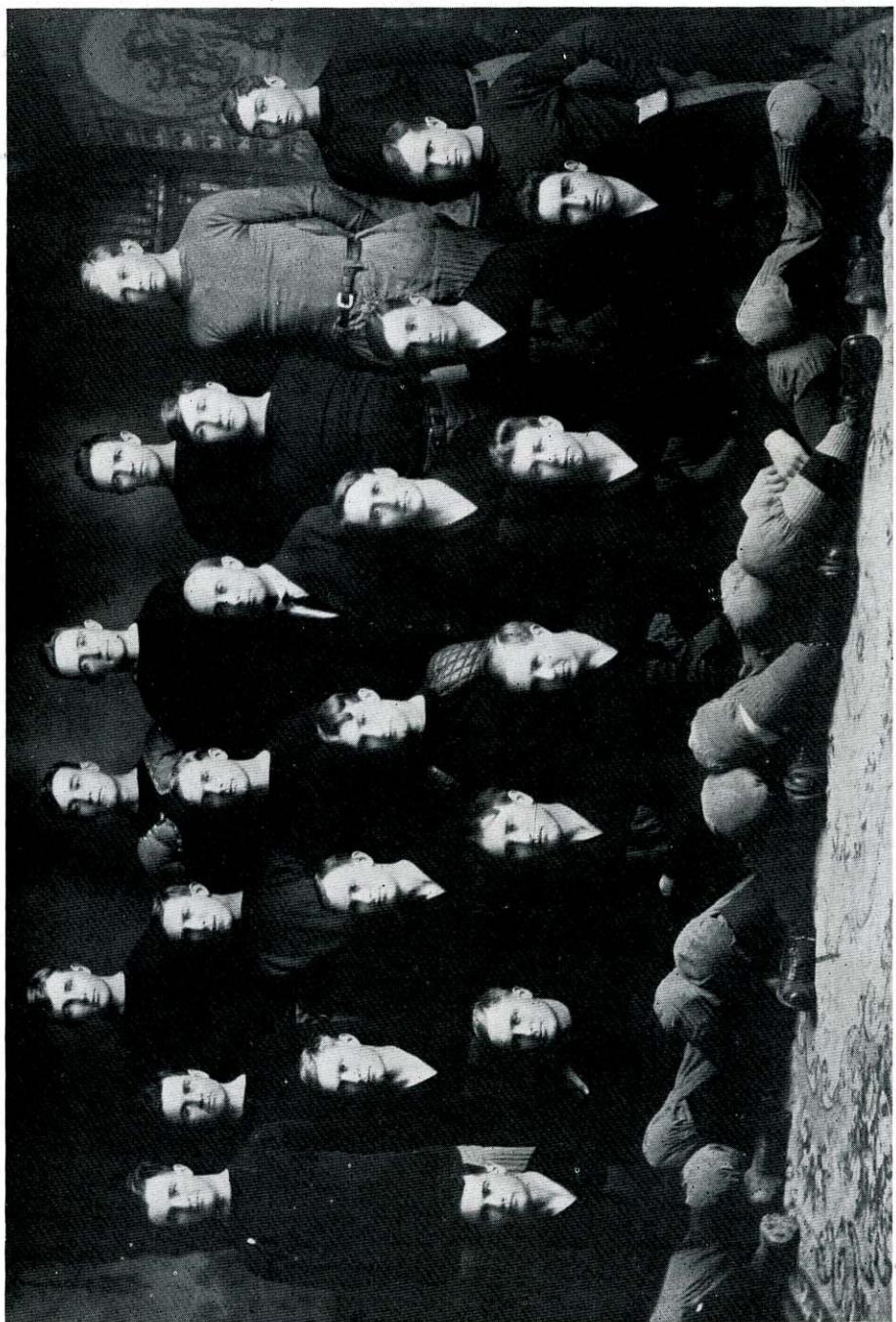


WALTER HUCK.

Position, guard. Weight, 175 lbs.

Although a new man at the game, his ability for hitting the line as hard the last down as the first, won Huck a place on the team which he filled like an "old head." Lots is expected of him next year.

FOOTBALL GROUP



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Basket-Ball



HARRY NIELSEN

Position, guard. Height, 5 feet 11 inches: Weight, 165 pounds.

As in football, Captain Nielsen played a game of basketball that makes people sit up and take notice. His aggressiveness and loyalty to the team are his chief characteristics in basket-ball.

THE past season in basket-ball was a very successful one for the "Tigers." Playing some of the best teams in the State, and losing but one game. The team was fast and played a snappy game. Another feature of the team was its fighting spirit.

Several of the old players who have so well defended the honor of the Normal in basket-ball in past seasons are going out this year, but a promising bunch of youngsters are coming on; so there is no need to worry about next year's team.

The second-string men who did good work this year are: Ralph Archer, Glen Archer, Griffith, Ed Fink, Spencer, Albertson, Blackburne, and Richmeir.

THE TEAM'S RECORD.

	<i>Normal.</i>	<i>Opponents</i>
McPherson at Hays,	36	27
McPherson at Hays,	43	30
McPherson at McPherson,	19	20
Cooper College at Sterling,	32	31
K. U. College at Hays,	24	23
Cooper College at Hays,	51	14
Cooper College at Hays,	40	32
Total,	245	177

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WILLIAM BOLT.

Position, center. Height, 5 feet 10 $\frac{1}{2}$ inches.

Bolt played a remarkable game at center the past season. Being noted for eagling goals when goals are needed. Many times, "Billy's" long shots from the field won a closely contested game.



LEO BICE.

Position, forward. Height, 5 feet 10 inches.

"Jack" has always known how to play basket-ball. His playing is fast, flashy and sensational, being able to shoot goals from any position. With his head work and tricks he is able to hold his own with the best of his opponents.



WALTER RUNYON.

Position, guard. Height, 5 feet 7 inches.

Although "Frenchie" was slightly handicapped in weight and height, he never met his match. He was one of the Normal's most dependable players, always being at the right spot at the right time. As a free goal-tosser he had little trouble in locating the basket.

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FRANK CARMEN.

Position, forward. Height, 5 feet 6 inches.

Carmen is noted for his ability to keep the team in action. He has also scored many points for the Normal. "Car" gained his early experience in basketball on the Hays High School team.



THOMAS MOCK.

Position, forward. Height, 5 feet 11 inches.

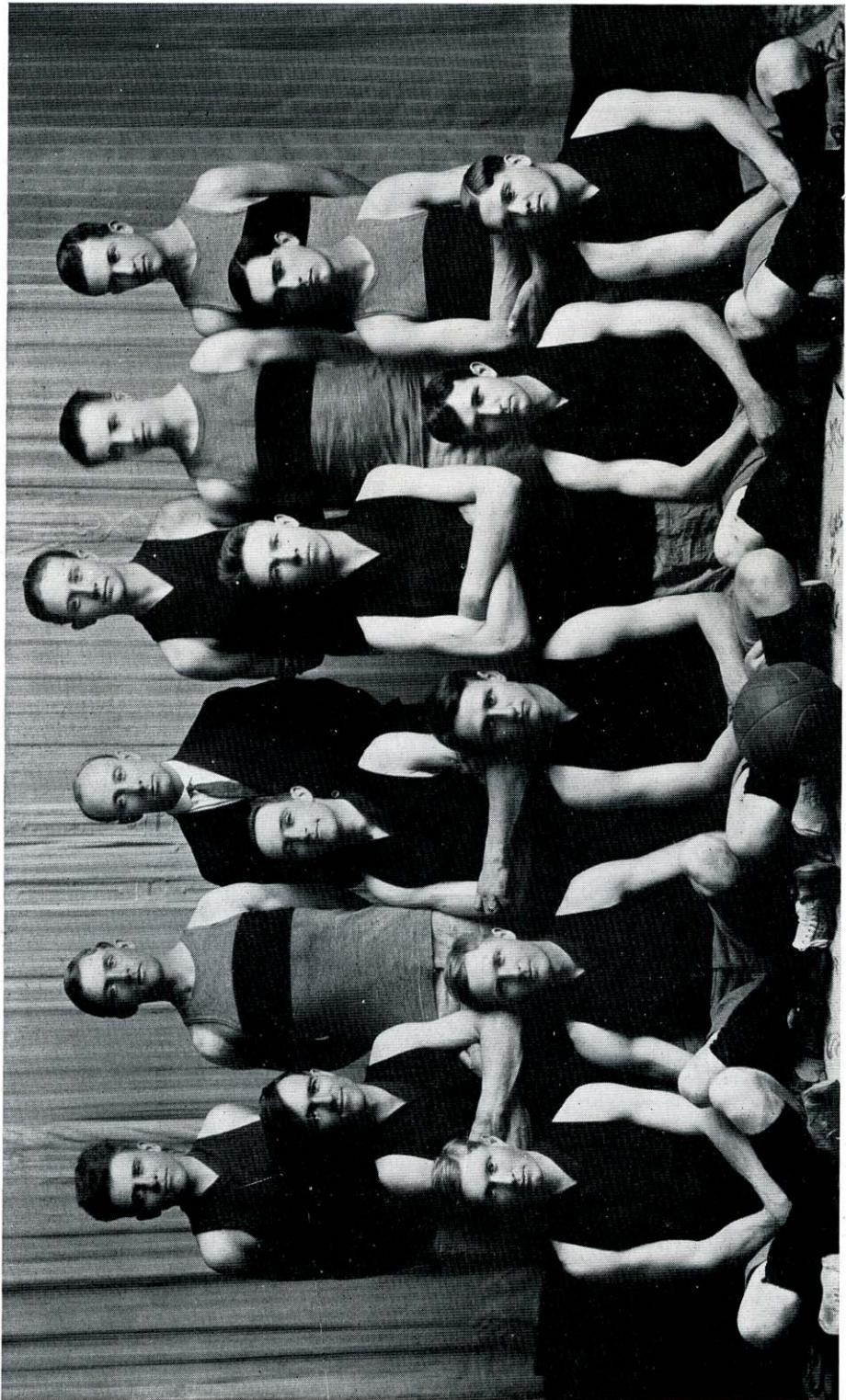
"Tommy" is one of the youngsters, but he is already a player of some promise. His team work and speed were very commendable this year.

STANLEY CHITTENDEN.

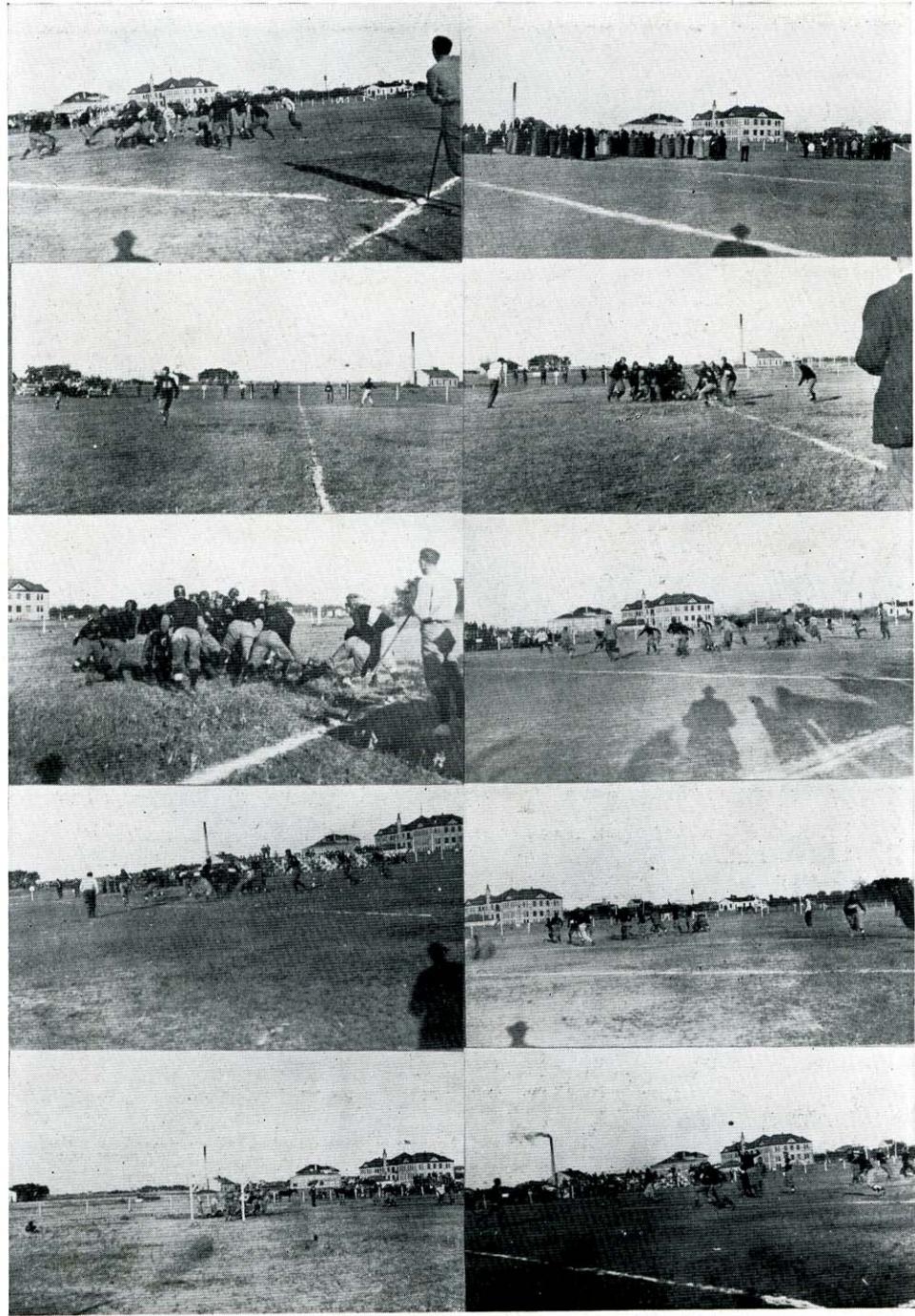
Position, utility. Height, 5 feet 10 inches.

"Chick" is another one o the youngsters, but he is always after the ball and has a special knack of getting rid of it quickly.

BASKET-BALL SQUAD



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Baseball Team, 1913



CARMEN NIELSEN PETERSON VAN CLEAVE, COACH BEAR BOLT
 ARCHER BICE RUNYON MOCK HIENZ

Baseball Team, 1914

GATEWOOD.	RALPH ARCHER.	LOREDITSH.
CARMEN.	BOLT.	PETERSON.
NIELSEN.	RUNYON.	CHITTIDEN.
FRED ARCHER.	UNRUGH.	HUTTY.



Girls' Athletics

A new era in physical development has opened for the girls of F. H. N. with the coming of Miss Roper, from the Sargent Training School of Boston. Gym. work is now a delight.

To help all the girls to get acquainted and to take part in the kind of physical exercise they like, an athletic association was formed in January, with the purpose of making girls better scholars and healthier ones. The following are the officers: President, Ida Darkes; Vice-President, Ella Hoxie; Secretary, Jean Cave; Treasurer, Alice Beeby. Four basket-ball teams were organized, each team having a captain and a manager.

Captains.

LILLIAN PICKEN.
HILDUR PETERSON.
FANNY STOUT.
ADELIA OTTKEN.

Managers.

LUELLA DAVENPORT.
HAZEL REA.
CLARISSA McNAY.
HATTIE HICKS.

Girls' intercollegiate games are not allowed, but match games may be played between the school teams. Basket-ball is not the "rough-and-tumble" game it once was, but is a scientific game, where agility and skill are the winning points—not mere physical strength. Basket-ball has been ill-fated this spring for a number of reasons. Chiefly because there have been too many other things to do! All classes were in a demonstration given by Miss Roper during the Golden Belt Teachers' Association, when they gave marching tactics and Indian and Swedish dances in costume. Other demonstrations will consist of marching, Indian-club, wand and dumb-bell drills, and esthetic dancing. Two baseball teams have been formed, with Hattie Hicks and Cecelia Dorney as captains, and every favorable afternoon find the girls out on the field. With the spring will come tennis, volley ball, and all sorts of track and field events, such as running, high and broad jump, putting the shot, hurl-ball, baseball throw for distance, and 35 and 50 go dashes.

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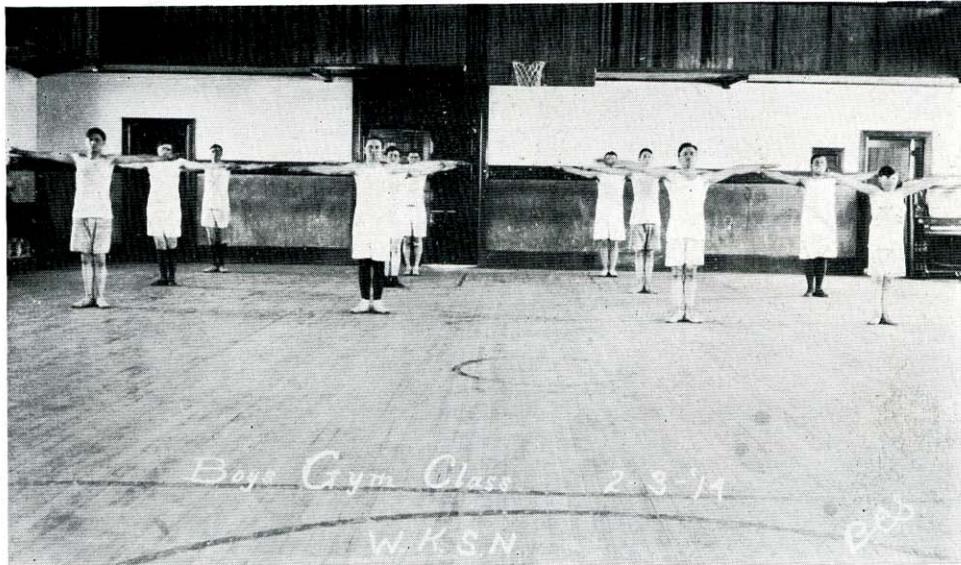


GIRLS' GYM. CLASS



SPANISH DANCERS

The Reveille



Boys' GYM. CLASS

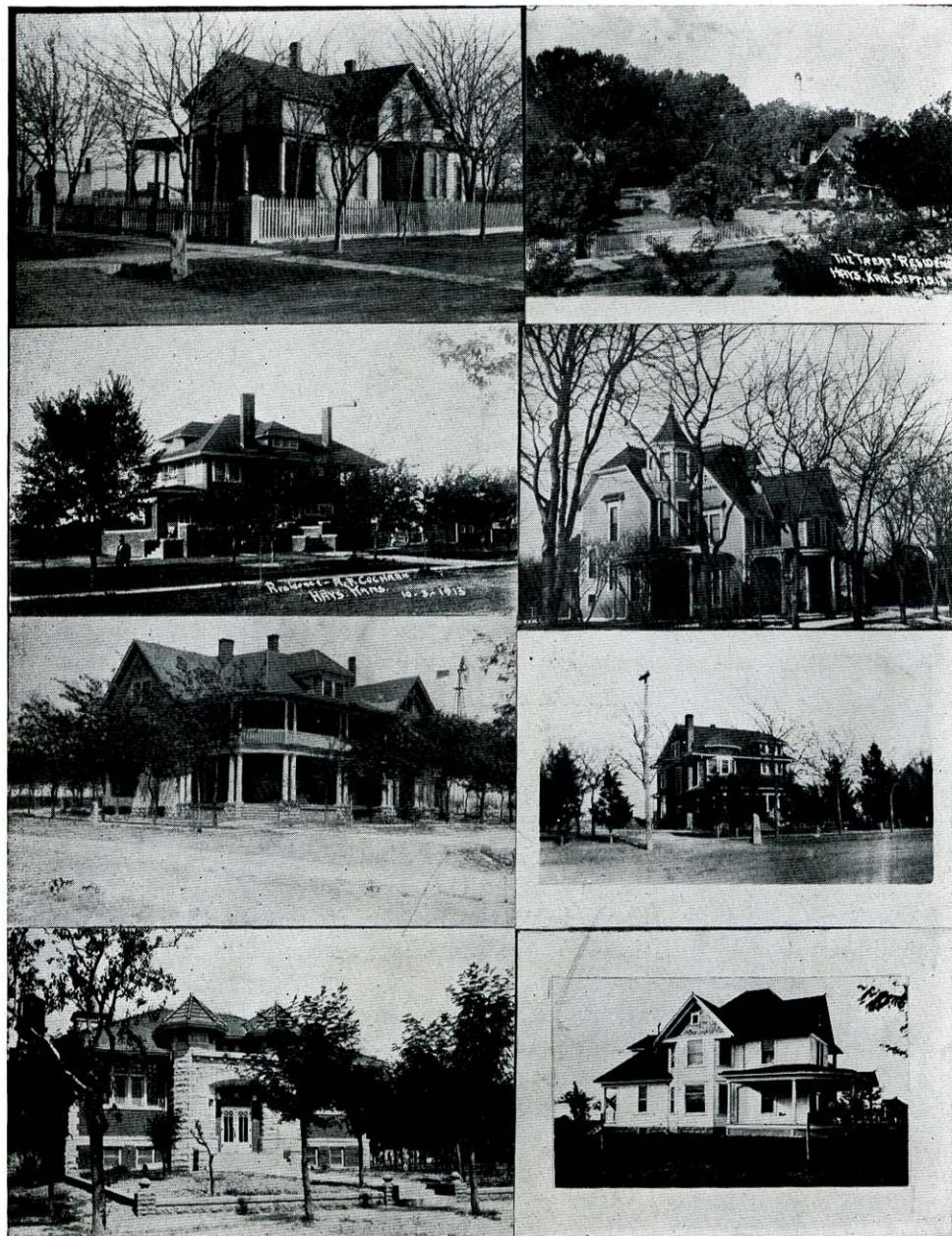


Boys' GYM. CLASS WITH FLAG



"POWDER FACE"
DIRECTOR OF ATHLETICS IN 1868-69

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HOUSES IN TOWN

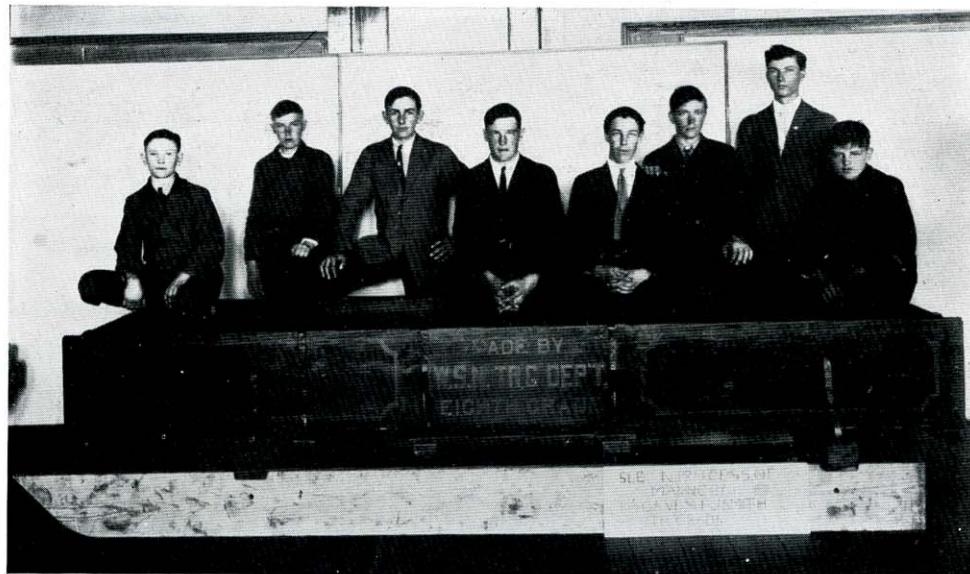


The Model Rural School

THE MODEL RURAL SCHOOL is carried on in connection with the Normal, for the purpose of demonstrating what can be done in the rural school. The building was planned and equipped with the aim that in addition to receiving the best of instruction, the children should have the best sanitary conditions. The playground is equipped with simple apparatus which makes outdoor sports possible and enjoyable to the pupils.

In this school are the first six grades. They are taught by Miss Stone, a teacher especially trained and qualified.

The seventh and eighth grades are included in the Teachers' Training Department. The practice-teaching is done here under the direction of Miss Keller.



Normal Training School

THE TEACHERS' Training Department was organized April 2, 1906, and met in what are now Rooms 19 and 22, in William Picken Hall. It consisted of the seventh and eighth grades. For three years the ninth grade was a part of the department.

Its abiding-place has been somewhat that of an itinerant. It was moved from the two rooms mentioned to the four small rooms of the gymnasium; from thence to the basement in William Picken Hall; then to the two small rooms of the present Library; then to its present quarters in the basement again.

More than two hundred normal students have done at least ten weeks of practice-teaching in the department. About ten per cent of this number were at some time enrolled as students in the training classes. All graduates until recently were required to do forty weeks of practice-teaching. Now four hours for college credit are required and a certain amount of time spent in observing the work in the Model Rural School.

Plans are being formed whereby the department may be even more serviceable to teachers of all grades.



Inauguration of William A. Lewis

The induction of William A. Lewis into the office of President of the Fort Hays Kansas Normal School took place Friday morning, March 6, 1914. The President of the Board of Administration, Honorable E. T. Hackney, presided at the ceremonies.

After a short program had been given, opening the Golden Belt Educational Association, Mr. Hackney in a short but impressive speech introduced Ex-Governor Hoch, who gave an address on "Educational Visions." At the close of his address he inducted William A. Lewis into the office of President of the Fort Hays Kansas Normal School. The new name being given to the institution by the Board of Administration.

Addresses by John R. Kirk, of the Kirksville Normal School, President Lewis, and responses by Presidents Waters, Butcher, and Brandenburg, followed. The program was concluded by a musical number.

President Lewis came to us from the University of Utah. He is a Missouri man, having been reared on a Missouri farm, receiving his elementary education in a country school and a town high school.

He graduated from the Chillicothe Normal and Business College, taught a country school, and later graduated from Valparaiso University. He was a student at the Armour Institute of Technology, and took special work in both the University of Illinois and University of Wisconsin.

He was principal of the High School at Warrensburg, Missouri, and was professor of physics in the Missouri State Normal School at the same place. He taught chemistry in the Central High School of Kansas City, and was professor of Chemistry in Kansas City College of Pharmacy for two years.

He was professor of Chemistry, and later made head of the department of Farm and Household Economics, Professor of Agriculture, and director of the State Demonstration Farm, in the Missouri State Normal School.

Lastly, he occupied the chair of Industrial Education, was Professor of Agriculture and director of the State Demonstration Farm at the University of Utah.



The Work Before Us

Inaugural Address of William A. Lewis, President Fort Hays Kansas Normal School

ACCORDING to custom, the man who accepts a responsible position of a public character is expected to take the public frankly into his confidence and tell them the policy in education which he hopes the institution will assume. Perfect frankness with the public in school work oftentimes brings strong opposition, but the work before us in this Normal School is sufficiently far-reaching in its scope that it is well to understand ourselves in the outset. The school man who practices policies for the purpose of steering with the popular winds and who does not do so from conviction should not be allowed to occupy the position of adviser and associate to a student body.

Western Kansas has a problem all its own. Western Kansas has a type of people of the character of the pioneer, and their courage and resourcefulness have been tried as probably no other community in the United States has ever been tried. Western Kansas has many things to solve of an elemental nature. It is the heritage of this people to match the mysteries of arid farming as well as the systems of irrigation. It is theirs to use the knowledge of the scientist and work it into an art applicable to a climate, soil and season whose counterpart can be found nowhere else in the United States.

In my short stay of eight months here I have learned to respect their resourcefulness under trying odds and their resiliency under discouragements more than any with whom I have ever associated. Our treeless plains, swept by the biting blasts of winter and scorched by the sun and drying winds of the summer, present a task of mastery fit for the brain of the greatest student of soils and plants, and offer an opportunity to try the skill of the craftiest farmer who ever tilled the soil.

A school established in the heart of such surroundings must not attempt to be a reproduction of a Normal School established in a section whose seasons offer wealth with little effort. This Normal School has a future and a task distinctly its own. We have no pattern in America to furnish us a guide in mapping out our career. The future before us is as truly pioneering in its character as a successful system of agriculture for us is pioneering in its development. There are fundamental principles of education which are applicable to any school and to any location, but the practices differ widely. An institution which is to give valuable service to western Kansas could not be the same in construction as a Normal School of Illinois, Iowa, Missouri, or even of eastern Kansas.

The man who is responsible for the direction of a school should have two goals constantly in mind: First, the machinery must turn out a product of high usefulness for the present; and second, his vision of the future must be sufficiently clear to enable him to see to it that in the growth which necessarily must come, the machinery will be undergoing such constant and almost imperceptible readjustments that a product will be furnished at all times of high efficiency and successful endurance.

Western Kansas must emphasize the practical, but build into its courses enriching materials which give expression in wholesome social joys and serviceable citizenship. Relaxation must be the counteracting agency in relieving the strain of constant effort. Man cannot, at all times, be under strain without serious harm; for even iron under constant strain will eventually break. The school which educates the children of the men and women of western Kansas must bring into their consciousness facilities for matching practical problems of the home life, and bring to their souls a joy in relaxation by developing in them an acquaintanceship with music, art, good literature, and the social pleasures which are a part of a well-rounded life and a happy and hopeful citizen.

This institution is proud of the fact that it is a Normal School, and the purposes of its curriculum are strongly flavored with agricultural application and its work is largely with the rural boy and the rural girl. This Normal School has no desire or ambition of becoming an Agricultural College. I make this statement for the reason that the unthoughtful, or the one who does not follow closely in my presentation of the work which we hope to pursue in attempting to meet our obligations, might accuse us of ambitions and designs of which we are wholly innocent. Anyone who will question unselfishly and patriotically will come to the conclusion that the Normal School whose central efforts are agricultural, has its own distinct sphere in the educational world. And it is our purpose, in so far as it is possible for us to do, to furnish the people of western Kansas the kind of education which shall be to their children the most helpful and the most serviceable. In doing our work, this institution has no ambition to grow into a technical or research college. Kansas has two great institutions devoting their energies to this field, and they are doing this work splendidly.

There are two phases in the teaching of rural industries. It depends whether you accent the sciences or place the emphasis upon the art. The one is the presentation of the subject-matter from the standpoint of the scientist, with just enough art to connect up the explanation of the sciences. On the other hand, we have the teaching of the art of rural industries, with just sufficient science to explain the applied art. The teaching of these subjects in this Normal School is confined to this last method



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of presentation, and in addition, this Normal School weaves into the art every related subject of the whole school curriculum. Our graduates must carry to the country boy and to the country girl, and the same to the boy and the girl in the village, the most successful art in the practice of the home life, whether in the house or in the field, which is at the present time obtainable. The Normal School should be, and this Normal School hopes it at least is going to be, an intelligent disseminator of the best art in the practice of agricultural business and of agricultural management that the Kansas Agricultural College and Experiment Station and our Federal department have discovered to be progressive and sound.

In order that our attitude may be a little more fully understood, I should like to emphasize the fact: It is our belief that language, literature, romance, music, and tradition are necessary to make a people warm-blooded, sympathetic, and patriotic. While our school may seem to be extremely material, we put as little reliance in the judgment of the man who has only contempt for the fine, joyous things of life, as we do in the judgment of the man who confesses that to use his hands he is helpless, and wears this helplessness as a badge of honor. We simply assume that both of these types represent a species of mutation which has never had ancestry nor will be followed with posterity.

The State institution whose entire student body is practically made up of the sons and daughters of the farmer man and the farmer woman is facing a people in whose business there is a tendency to skip the cultural and pleasurable arts for the serious purpose of increasing their resources of land and credit. Our mission, then, is with the boys and girls who have been reared in an atmosphere of sobriety and frugal living, as well as ceaseless physical labor.

We must teach history, science, mathematics, commerce, and the other subjects in our curriculum in a spirit such that the student may carry back into his community a knowledge and habits which will make of him an agency of practical value as well as a social uplift. To illustrate: History fundamentally is a picture of common humanity in action. However, in most schools history teaching is biographical and descriptive of political incidents. To make history more valuable to our boys and girls, we must place our emphasis on the industrial rather than the political interpretation. An understanding of the development of the human race as it applies to communities should be clearly in mind, to enable one to interpret economic conditions. In other words, it is quite unusual today to make a substantial success of any rural industry without being able to interpret the tendencies of the community which you expect to be your buyers.

Every day men are going into the live-stock business because they like the looks of animals. Every day men are being forced out of this business because they know so very little about the animal except its looks. I believe for the country school, we can enter into an intelligent service for our State if we will teach our boys and girls European history as soon as we begin to teach any history. Particularly do I believe this to be true for the boys and girls of western Kansas. I believe it is an imperative need that they should know something about world history. They must visit at the homes of some of the famous Englishmen, such as the Collings or the Booths in the North of England or cross the border and visit with that shrewd old Scotchman, Amos Cruikshank, and from him learn how the early English cattle which he purchased were bred and developed, inbred and selected, and how he, through years of patient toil and careful selection and breeding, developed a strain of cattle whose history is the history of romance and whose posterity was destined to cross the Atlantic Ocean and travel the length and breadth of America and have a decided influence on every cattle community and every cattle man in America who was either a breeder of, or a competitor against, the Scotch strain of the Shorthorn cattle. Our attitude is, that in place of spending all our time between the Parliament House and the Tower of London, which is the ordinary path of history, a path which boys and girls with extreme difficulty are able to follow, the boys and girls of western Kansas know the country, and we can take them into the country of England and give them such a background of world history of animal industry, of shrewdness and wisdom, that when they look upon the animal of high breeding they see more than one individual composed of a skeleton, flesh, hide, and hair. The animal which the boy sees should be but an expression, in his mind, of a procession of ancestry extending back for generation after generation, back through the world's history, and with this picture in his mind to form his background, the appearance of a high-bred animal to a boy then means a distinct picture, not of an individual, but of forces, of prepotency, of laws in conflict, and the evolution out of which has sprung the individual. Anyone whose vision is so short-sighted that it only encompasses the individual animal has lost sight of the meaning of animal industry, of animal development, of a knowledge that speaks the difference between success and failure on the part of the animal husbandmen. With this picture for a background, the boy of the country school would have as a fundamental part of his information the skill and knowledge needed by anyone who expects to breed up to a high standard and maintain a superior class of animals of any kind or description. I believe that if we can bring to our boys and girls Industrial England, as England developed in the pastures, and in the fields, and in the shops, we shall be doing something which they can readily understand and which will be of infinitely more service to them than the mummery which is now maintained in the rural school curriculum or the curriculum of our town and city schools.

The country boy and the country girl are essentially children of romance until that period of life when romance is ground out of them by ceaseless labor. A romance which is rich in magic and the tragedy of the world's civilization, is to be found in the story of Mohammedanism; not Moham-



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danism as so much political intolerance or religious fanaticism, but Mohammedanism whose part in the world's history vitally affects to this day our boys and girls. We can take the story of the Mohammedans to our boys and girls and find them intelligent, delighted, eager listeners of this marvelous page in the world's development. Contrary to the usual methods of studying the life history of Allah the Prophet, we have but to take our boys and girls into the interior of Arabia and there they will discover in the highland pastures of the Bedouin tribes the real power and strategic force of the followers of this remarkable religion. It is not for the purpose of measuring the fanaticism of the religious zealots, but it is for the purpose of going to the home of the marvelous steed which carried the followers of the great Saracen chief through the campaigns in the Barbary states up to the terrific battle of Tours. And when the boys and girls learn of the influence of this great battle, it becomes not a battle where blood is shed, but a great mark in the world's development which is typified by the battle of the followers of Abdurrahman in leading his Moslem hosts in death struggle with the Christians under the leadership of Charles Martel. The important thing in that battle, the vital thing which happened, was not the slaying of three hundred thousand of the Saracen soldiery, but the fact that that battle marked a tremendous influence on the United States of America, which was as yet over one thousand years unborn. Think of the tremendous interest awakened in the lad when he learns that most of the French soldiers of the battle of Tours who fought the fight of the Christians came from the provinces of LaPerche, Orleans, and Normandy; and carrying his investigation still further, he will discover that Martel divided the Arabian steeds, yet whole among his soldiers, who took them back to their homes and fused the hot oriental blood of the Arabian horse with the cold, phlegmatic blood of the horses of the Northland, and produced an animal of surpassing beauty, intelligence, and size. When the boy ten or twelve years of age who wants to be a horseman, who has love for horseflesh, has this picture in his mind, he is able to read the history of centuries and the love and romance when the world was young, written in the beautiful heads and necks of the Percheron horses. A young man with this information as a background would know without question the fatal results awaiting him if he lapses in his constant care and watchfulness against the rough, rugged foundation which has taken centuries of skillful and selective breeding to cover up.

At first thought this would appear to one as a violent change in the long-established practice in the presentation of history. But think of what vital, interesting, influential history that would be. Can't you imagine yourself a boy on your father's farm looking at the Percheron horses and dreaming of the love and passion and religious fanaticism and world struggle which made possible the beautiful animal which serves you so intelligently and so faithfully? However, if you will observe closer, this method of history-teaching does no violence to the old traditional methods of teaching, except as to where the emphasis is placed. History-teaching like that which I have been sketching is the history of the common man who lived his life as your father and my father are now living their lives. The old method was to emphasize the history of the king, the emperor, the general, and the politician. Your father and my father have been neither emperors, kings, generals, nor politicians. And I am positive that there can be no good reason offered against emphasizing the history of the people who lived as your people and my people have lived. While I have only sketched a bit of the history of the ox and the horse, the whole of the industrial activities of the people who lived and worked is just as interesting and just as full of romance. I believe we should give this kind of history so that our boys and girls who never see the high school or the college will have a vision and a knowledge which will permit them to make use of an ancestry worth while. Remember, that a great percentage, less than half, of the boys and girls who enter the first grade ever have any school advantage except that which they receive in the rural school. And I am pleading for enriching their life, for joy in their life, and for a vision and knowledge of the fact that they belong to a great line of active humanity reaching back into a thousand generations.

I wish to remind you that the public school began within the town and has reached its highest degree of perfection there. Because of an insistent demand from the farmer folk the school-room and the school-master were moved bodily into the country. In the transfer from within to without the corporate limits, there was not a single change made in the subjects presented, or in the methods of presentation, or in the attitude towards the subject-matter. For years and years the practice of maintaining a city one-room school, with city books and city methods and city attitude, has been going on in country schools, and while this statement may sound to you a bit unusual, in a large measure the country schools are this very day still using the city curriculum with the city attitude. The cause for this is easily understood. The cities paid good salaries. Men preferred to work in cities, and therefore the leading minds and the most skillful leaders would naturally congregate in the cities. Particularly is this true when we remember that in the past the ambition of the higher educational institutions has been to furnish teachers for the cities; and in their enthusiasm for their work to meet the demands placed upon them by these cities, the teacher of the country school has been simply a by-product. Therefore, it is not any wonder that since the fountain-head was enthusiastically working with a major product to go into and supply the demands of the city life, the life of the boy and the girl which was agricultural escaped notice.

When the Normal School of America became sensitive to the fact that during all the years of



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their life they have been fostering a system of education which kept calling, calling to the country boy to leave the farm and the forge and go into the city and the office, they were appalled at the years of blindness. Then came a period in the development of the Normal Schools in America in which there was a desperate effort made to reach a fair distribution of their energies between service to the city and service to the country. Some of the Normal Schools in their zeal to retrieve their shortsighted past, at great expense and not well thought out policies, established what they called Rural Departments. I have no disposition to find fault with any effort, however weak it may have been, to reach the rural boy and the rural girl, but on the face of it the problem of the rural boy and the rural girl cannot be solved by a thin veneering. Their problems are just as fundamental and just as deep seated and just as comprehensive as the problems of anyone anywhere.

And so now I come to the fundamental attitude of this Normal School in the business of Education. I shall try to sketch for you in a brief way the work before us. I believe that thoughtful men and women who know our problem will agree with me.

We at this school shall have a central purpose. That central purpose is agricultural, not agriculture. Please remember that the education of the country boy and the country girl is not to be dished out in spoonful doses as so much wheat-farming, so much poultry-raising, so much horticulture, and so much home economics. Agricultural education is an attitude rather than a series of specific facts taught. Now from my viewpoint, without at all intending to split hairs, a professor of agriculture in the present day is as absurd as a professor of science. I want to say that in my opinion our professor of psychology is just as much a professor of agriculture as is the man who graduated from the Agricultural College; so is the professor of mathematics, history, commerce, chemistry, physics, biology, and any other department, if his teaching is from the agricultural attitude. The professor of psychology in the Normal School is usually thought of as a man who simply theorizes and speculates about the mind in general and nothing in very particular. But the professor in the Normal School who teaches his psychology from the agricultural attitude, his psychology becomes a living, vital psychology, and it becomes then a study of eugenics and goes down into the domesticated animal for a determination for the fact of its existence, and thereby furnishes to the student a vital, serviceable information which is both valuable and practical. Likewise, the student who has had his psychology from the standpoint of eugenics can better understand the delicate adjustments of an animal of high specialization and what seemingly small forces can wreck and ruin. If his attitude is right the department of commerce is agricultural by simply his substitution of making capital, live stock load, methods of marketing products, farm management, systems of permanent agriculture for the long-used methods of stocks and bonds, discounts, short-time loans, and such other city business which used to be found almost wholly in the department of commerce. To be specific, the professor of commerce to become a professor of agricultural subjects simply needs to transfer the interest of his department from the city community into the country. In a similar way, the professor of chemistry is a professor of manufacturing or mining or agricultural subjects, just depending upon his attitude in attacking the problems before him. Therefore, I believe that no Normal School, however great and powerful it may be, can give the right viewpoint to the boy and the girl of the rural community unless that attitude is the life of the institution itself. The Western Kansas Normal School is particularly fortunate in having a student body practically made up of boys and girls from the country or the small village, and it is also fortunate in this, that it need not attempt to maintain within itself two distinct attitudes toward education. For many years to come, and probably not within the life of any of us present, will it be necessary for this Normal School to make any difference in the preparation which it makes for the boys and girls who teach in the towns of western Kansas from that of the boys and girls who teach in the rural districts of western Kansas. The position in this respect of this Normal School is unique in the history of Normal Schools in America. And for this reason this Normal School has another distinctly advantageous position in regard to the fundamental subject-matter which it presents. To illustrate: According to long-established custom, the student studies certain courses in history for an arbitrarily determined period of time. He studies his courses in mathematics, in science, in literature, and in art, for the periods of time determined as arbitrary. He is in these courses for the mastery of the subject-matter in them and because he has a blind faith in the integrity of this institution and his professor's guidance, and he feels that some day, somehow, the things which he is studying will be of vital importance to him and will in the nature of things be the means of making a man out of him.

Here is our unique and decided advantage. The divisions in history and science and agricultural education can be natural divisions, because we are one people working towards one destiny. The student in field crops, when he wants to learn the chemical analysis for starch and gluten, can go to the professor of chemistry with a distinct purpose in mind to learn a definite, distinct thing because he has a definite need of knowing. As a professor of chemistry, I suppose that I have seen at least a thousand students perform the experiment of the test for starch without any conscious knowledge that that experiment was of vital economic importance. They were performing that experiment because it was an exercise in a course in a subject called chemistry, and they felt that they were called upon to master subject-matter and so all their attention was given to the mastery of subject-matter. I have had hundreds of students in my classes who had their college courses in theoretical chemistry who were amazed



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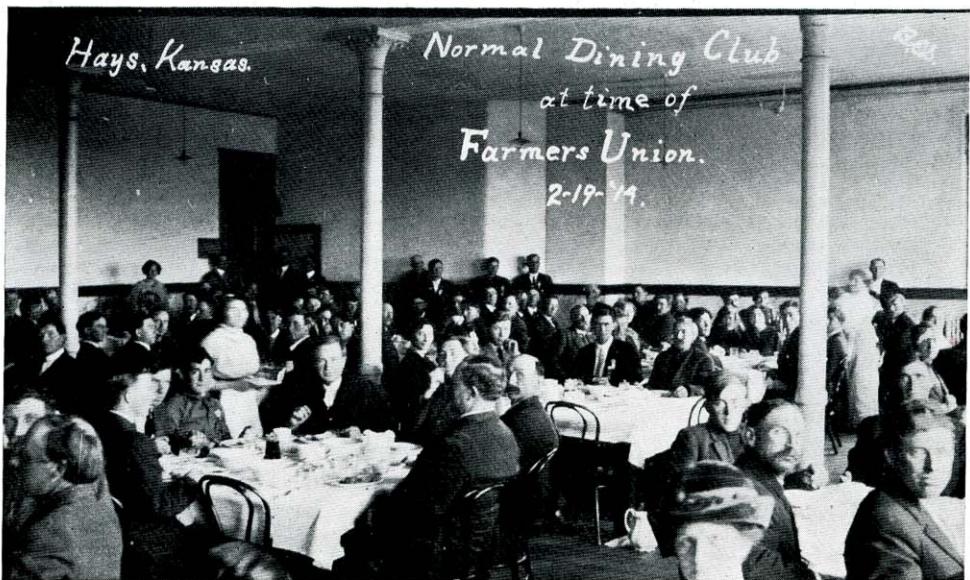
when they discovered the very simple applications to which they could put their knowledge when they knew that there was an application which could be made of it.

The student of education readily recognizes that this Normal School then is a kindergarten grown up. If one will but watch the skillful kindergartener with an open mind, he will come to two definite conclusions: First, the most skillful teaching to be found anywhere in any school-room is by all odds in the kindergarten. And second, everything presented to the boy and the girl has distinct and definite motive in the possession of the knowledge. In a word, no study of subject-matter for simply seeking a knowledge of facts, but a mastery of just as many facts because they possess some definite use and are needed in the work and play of the child. If a student expects to be a breeder of Shire horses, then he would have definite need in the mastery of the weak points to be guarded against in the breeding of high-class horses of this breed. But if the student simply masters the knowledge that there are such things as weak points in Shire horses, the knowledge he possesses has not had the educative value for him which the same knowledge has had for the boy who mastered the same subject-matter because he had a definite need for it.

So the Western Kansas State Normal School is in a most happy situation. Its life is one of singleness of purpose. And its students and graduates can go out of its halls feeling that they possess as broad an education as students of any other Normal School, and at the same time possess an education which will express itself in high service in the communities of western Kansas. This Normal School has a still more fortunate situation than the happy circumstances which I have just been describing to you. By the decrees of chance and transmitted by the Federal Government, Kansas has for the use of her sons and daughters a gigantic tract of land, totaling 7600 acres. Over five hundred acres of this land lies adjacent to this campus, and nature has seen to it that, at practically no expense, it can be made the garden spot of western Kansas. Lying practically level, bordered by a lake with an abundance of water, this tract of land lends itself to irrigation at a minimum cost. This incidental combination of school and land and lake makes possible here on this campus a combination nowhere else possible in America. If we are alive to the things about us and if we have the brain capacity to grasp the magnitude of the situation, we shall have established at this school a means by which boys and girls may educate themselves independent of parents and friends. Under expert gardeners who have had years of experience in irrigation, every three acres of this tract will maintain independently three boys and two girls in college. The boys would naturally be the producers. The girls the manufacturers, the distributing agents, and the middle-men, looking after the markets and the trade and the collections. It is not necessary at this time to discuss this further, except I should like to say that I have no fear of the future or the broadness of the education and the usefulness of the student who shall then have the proud distinction of saying: "For six or eight or ten years I was in partnership with my State, and I conducted my business up to the highest known efficiency. I mastered the highest known arts in intensive production, and I have been an independent, self-supporting citizen all my school life."

If I have one ambition, one hope which stands boldly above and beyond all others, it is the ambition and the hope that I shall be permitted to be a helper in the development of this school and that tract of land, so that Kansas can say to its boys and girls: "If you have not the money to get a college education, the State of Kansas, through its State Normal School at Hays, stands ready to enter into a business partnership with you whereby you can secure your education." So Kansas can say to her boys and girls: "Live your life as a student, learn the difficult art of intensive production and profitable marketing, and, greatest of all, learn to give large and enriching service in the business of the world and be an active participant and producer all your school life, instead of an expense on society during the years you were developing your latent talents into large social service and high-minded citizenship."

The Reveille





Normal Dining Club

THE NORMAL DINING CLUB first saw the light of day Monday noon, May 31, 1909, in the old frame house southeast of the main building. The Model School had been moved to the basement of the main building to make room for the Club.

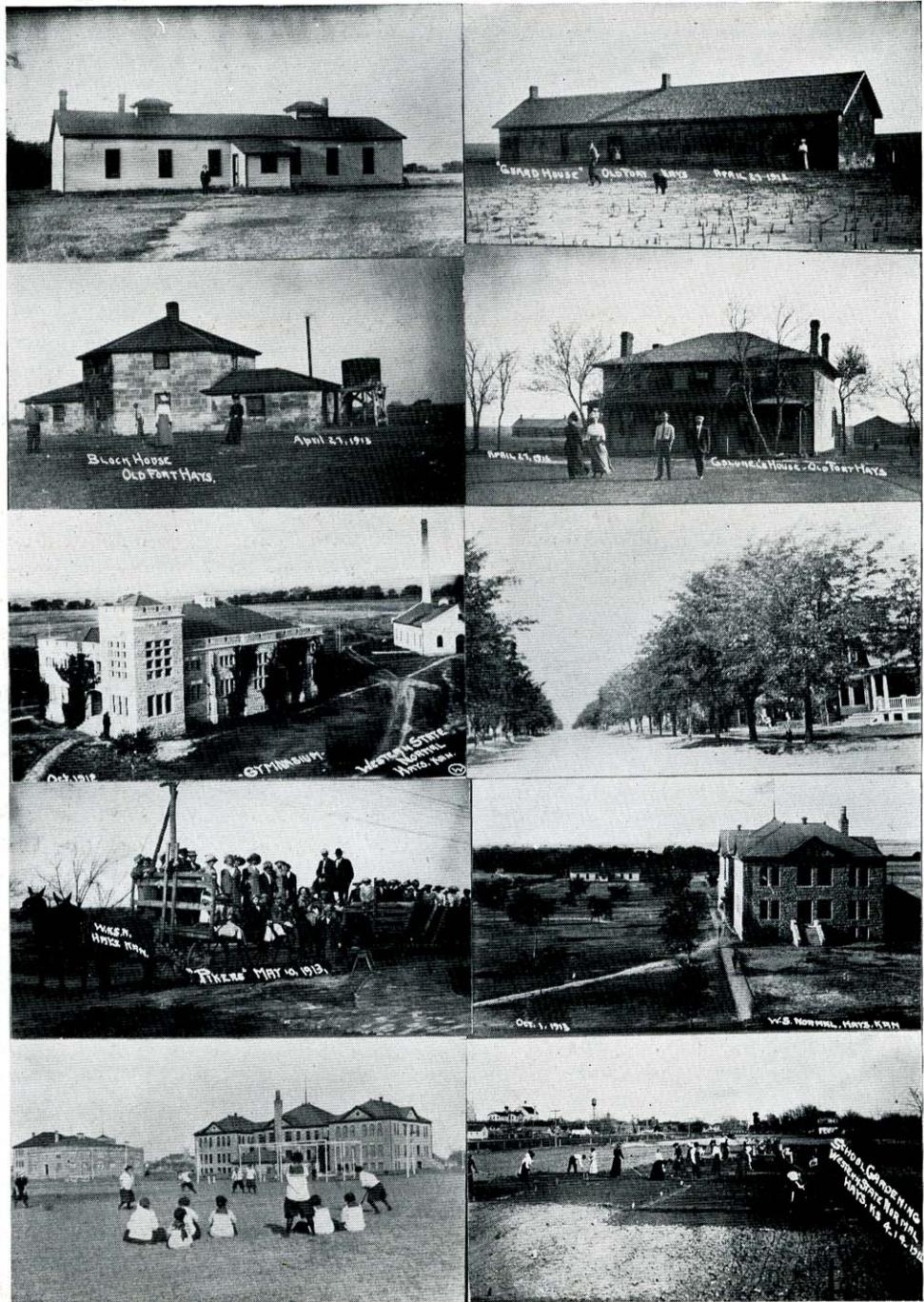
The Club originated in the mind of Mr. Picken the last week of the spring term of 1909, owing to a threatened rise in board. Miss Kellar, Mr. Shively and Mr. Matthew were appointed as a committee to "look into things." Accordingly, on Friday, May 28, 1909, 5:00 p.m., after a banquet this committee sallied forth to set things moving. Mrs. Cave after a great deal of persuasion was induced to direct the movement. The purchases for the beginning amounted to \$26.60. The knives and forks bought cost 75c. per dozen and the spoons 20c. per dozen. In the beginning there were about 15 regular boarders and 10 or 15 ticket or dinner boarders. The price of board per week was \$2.75, which has been maintained throughout the life of the club.

The Club moved to its present pleasant quarters in the new Industrial Building in 1912.

In connection with the Club is a laundry fitted with electric appliances, at a cost of about \$125. The saving per week over the old method of sending the linen out is not only paying for the equipment, but is furnishing the means by which two people are earning their way through school.

The Club has grown rapidly. There are now about 80 regular boarders and 20 or 25 ticket or dinner boarders. During the Farmers' Union \$49.48, almost twice as much as was spent for the entire purchases at first, was paid for additional silverware. The supplies purchased during the past year amounted to more than \$6,000.

The Club pays its own way entirely. There is a bright future in store for it, not only from a financial standpoint but for the men and women it is bringing up. It is the biggest social center in school. No parents need be afraid to trust their boy or girl there. Its members are true men and women, ever ready to lend a helping hand to those who need it.

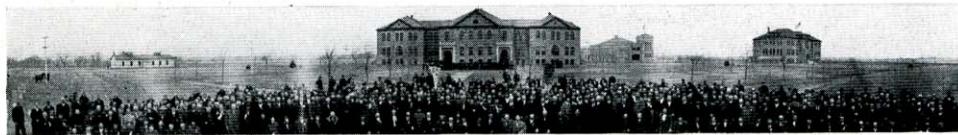


The Reveille

Industrial Department

THE FORT HAYS KANSAS NORMAL SCHOOL is proud of its industrial work. The Normal School is located in the heart of the Great Plains region of the United States, and stands as the only school representative of that section.

Here, where there is a plot of 4,000 acres belonging to the School, consisting in part of valley, of slope and of upland, the three types of field sites in the rolling prairie country, we have possibilities, able to be used, namely: to teach the boy of the Plains, while he is here in school, how to successfully work the farm at home. There is a plan to irrigate a number of acres of creek bottom with water taken from the stream. The woodworking department gives boys practical problems, lets them pay for cost of materials used, and take to their homes the result of their work. The ironworking department—what boy does not like to form the metals into useful things?—is new, but rapidly assuming its position of helpfulness to the young farmer. As the boys have their department of manual arts, so the girls are given domestic economy. The girls who learn to properly prepare and serve the meals which we seniors are able to declare excellent, will surely be able to make the prairie homes attractive for future generations. At the same time they are being trained in the seamstress's art. The display of dresses during the Golden Belt shows some of the results accomplished.

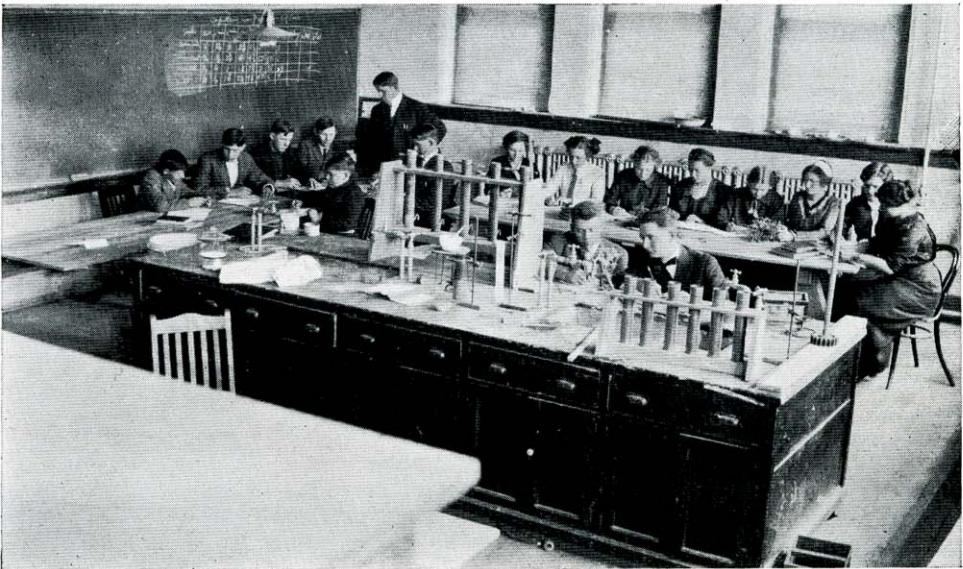


FARMERS' UNION MEETS

The Reveille



CLASS IN FIELD CROPS.



CLASS IN SOILS.



Agriculture

THIS DEPARTMENT has successively been headed by J. L. Pelham, S. W. Cunningham, Josiah Main, and W. G. Speer. At present the aim of the department is to be the exponent of practical agriculture in western Kansas.

The courses offered include work in various soils, field crops, and farm animals. As these are the three prime requisites of a good farm, you may easily explain their usefulness. Remember, also, that we are located at the side of the Fort Hays Experiment Station, which has for more than ten years been working out the problems the farmers of this section have to confront. The classes often make excursions to the Station and neighboring fields, and emphasis is placed on the things being done there in connection with the course they are following. So, when the class in field crops makes an excursion to the Station they will probably be interested mostly in the sorghums and other growing crops, and the practical, money-getting side of the work will give them new interest.

The Department of Agriculture is also concerned in a plan through which they expect to furnish the needed employment for the boys that are working their way through school. First, the Department, in connection with the Dining Club, is fitting out a tract to be irrigated. This tract is near the Model District School. The plan is to irrigate five or six acres of garden, and to have the necessary work done by students. More of this coöperative work is being planned, such as dairy-ing and poultry-raising.

The Reveille



MANUAL TRAINING DEPARTMENT.



CLASS IN BLACKSMITHING.



Manual Arts

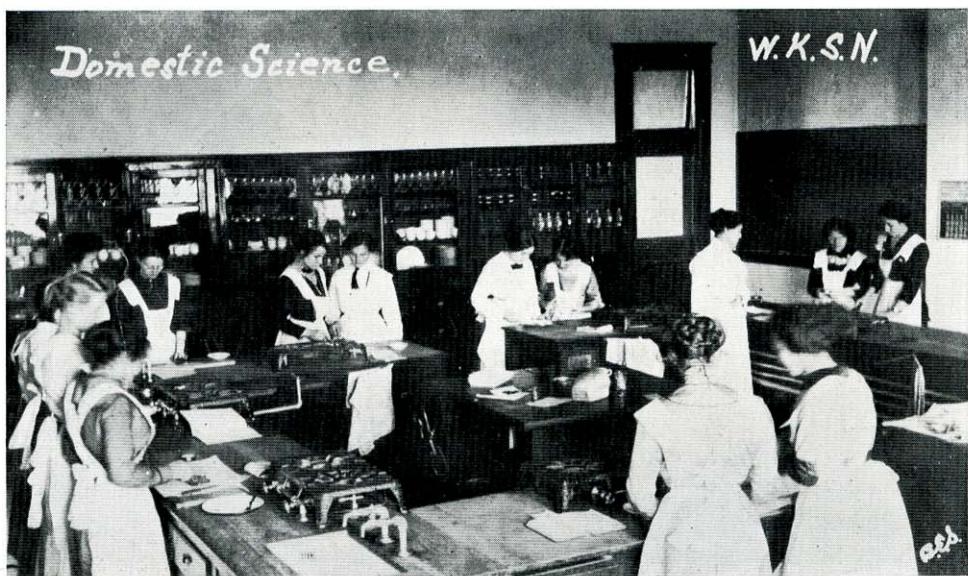
No SCHOOL giving any part of its course to the practical or industrial side of education could exist without having a department of manual arts.

Our course sends the pupils who enter this department first to the mechanical drawing division, where they learn to appreciate the value of exact dimensions. Next they take the course in sloyd—the making of small useful articles. After that follows work that the pupil may elect. We have observed some fine pieces of furniture going through the process of construction during the year. Most of the articles made are of practical use. In wood-turning the boys turn out chisel handles, mallets, and those innumerable articles in daily use in civilized countries, the darners, both for stockings and gloves. Many new things about the strength and adaptability of different kinds of wood are learned.

Then we have the course in forging or farm blacksmithing. This is not a very old course, but it is a big thing to offer the farmer boys. In the course, exercises in drawing out, bending, welding and case-hardening mild steel are given. Then comes the more practical work of making and tempering tools from tool steel.

In connection with this department we have the Smith daily present in the wood shop, while the Wood is directing the work in the smithy.

The Reveille



CLASS IN DOMESTIC SCIENCE.



BANQUET COURSE FOR SENIORS.



Domestic Science Department

"All the world is on a still-hunt for a good square meal three times a day."

THE DEPARTMENT OF DOMESTIC SCIENCE stands for a higher appreciation of the home and a wider knowledge of things that pertain to the home. Its aim is to develop habits of order, accuracy, cleanliness, and self-reliance. The object of the course is to fit teachers for teaching the subject as well as to teach girls to do their own housework in an orderly way; to remove drudgery from housework; to teach girls to economize time, strength, and money; and to elevate woman's work to the rank and level of a science.

This department was established in the Fort Hays Normal School in June, 1910, with Miss Agnew, its present director, at the head.

In the spring of 1910, Miss Dow, of Manhattan, conducted a movable school in which the girls of the Normal and the ladies of the town were enrolled, which showed the desire manifested here for the work.

But we owe more to Mrs. Picken than any other individual for the establishment of the department in our school, she being a promoter of anything adding to the development of womanhood.

During the year 1909 while entertaining the Board of Regents at dinner in her own home she made the plea for "her girls" as she always called the girls of the Normal, and what she said at this dinner gained the consent of the Board for the establishment of a Domestic Science Department in the Fort Hays Normal School.

During the first two years the department was housed in Picken Hall, but in September, 1912, it was moved to its new apartments in the Industrial Building, where it now has the advantage of all modern equipment.

A two-years course is now offered, the first year being given to the study of the kitchen, its care and equipment, classification of goods, and the principles underlying the cookery of such. It also includes the planning, preparation and serving of course breakfasts, luncheons, and dinners; the members of the class acting as host and hostess, with the seniors as their guests.

The second year of the course includes Dietetics, Home Nursing, Home Management, and laundry work, and the Presentation of Domestic Science.

The Dietetics includes a study of the nutritive value and digestibility of foods.

In Home Nursing the students are taught the home care of the sick, location and care of sick-room, and practice in invalid cookery.

Under Home Management a study is made of the cost of home furnishings and the general cost of living. Under laundry work the study of equipment and care of laundry is taken up, together with the chemistry of cleaning, and the correct method of bluing, starching and ironing clothes.

The Presentation of Domestic Science is given for the preparation of teachers.

The Department is also doing some things in the way of extension work in the community. A Domestic Science Club consisting of ladies of Hays meets every other week in the Domestic Science Laboratory, for class demonstration.

This department is one of the leading features of the Farmers' and Housekeepers' Institute, held annually at the Normal School, and during the last institute one hundred fifty ladies availed themselves of the opportunity offered them.

The Reveille



Class in Domestic Art

In the summer of 1910, sewing became a feature in the course of study of the Fort Hays Kansas Normal School. Miss Stone had charge of the work, the models being taught. In the fall of that year, Miss Elizabeth Agnew took charge of Home Economics, but the growth of the departments was so rapid, and the classes necessary to meet the demand for these subjects so numerous, especially during the spring and summer terms, that Miss Eda McArthur was employed to handle the work in sewing during the spring and summer of 1911. The steady growth of both departments then necessitated a permanent teacher for the sewing, and Miss Bessie Armstrong was appointed to fill the position. In the fall of 1913 the Domestic Art became a distinct department in charge of Miss Elizabeth Condit.

The equipment for the sewing classes is all that could be desired. The student is trained in the fundamental stitches, is taught the making, care and repair of garments, is given a thorough course in textiles, including work in color and design and practice in making courses of study for domestic art. There is also time given for the more decorative stitches, so that the girls may have a knowledge of embroidery, crocheting, and the popular tatting.



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Farmers' and Housekeepers' Institute

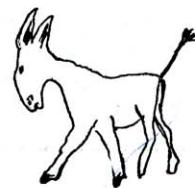
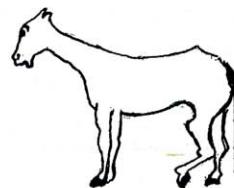
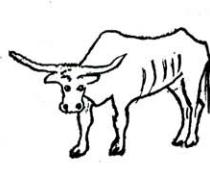
THE FARMERS' AND HOUSEKEEPERS' INSTITUTE held at the Normal School during the first twenty days of December, 1913, enrolled over 500 people. It is recognized by the near-by farmers to be a great benefit to them. The farmers of Ellis county and their wives made up the largest per cent of attendance this year. Their location, so near to the School, made possible their attending with a minimum amount of expense. But after the farmers of the adjoining counties learn how helpful this course of courses would be to them, there will doubtless be many more of them in attendance.

Courses in farm blacksmithing are given, which enable the farmer to sharpen plow lays, weld links in broken chains, and to do the odd jobs in this line which are always to be done on a farm. At the same time in the woodworking department another division of the farmers were given elementary work in the use of the common tools used by carpenters. They were also given a course showing the use of the steel square in framing houses, barns, frame silos and other buildings. The possibilities of steam and gas tractors were demonstrated, and everyone interested was supposed to get into the cab and really start, guide, stop and reverse the engine. In addition to this outdoor working engineering, President Lewis gave a number of most instructive and interesting lectures on the details of the engine.

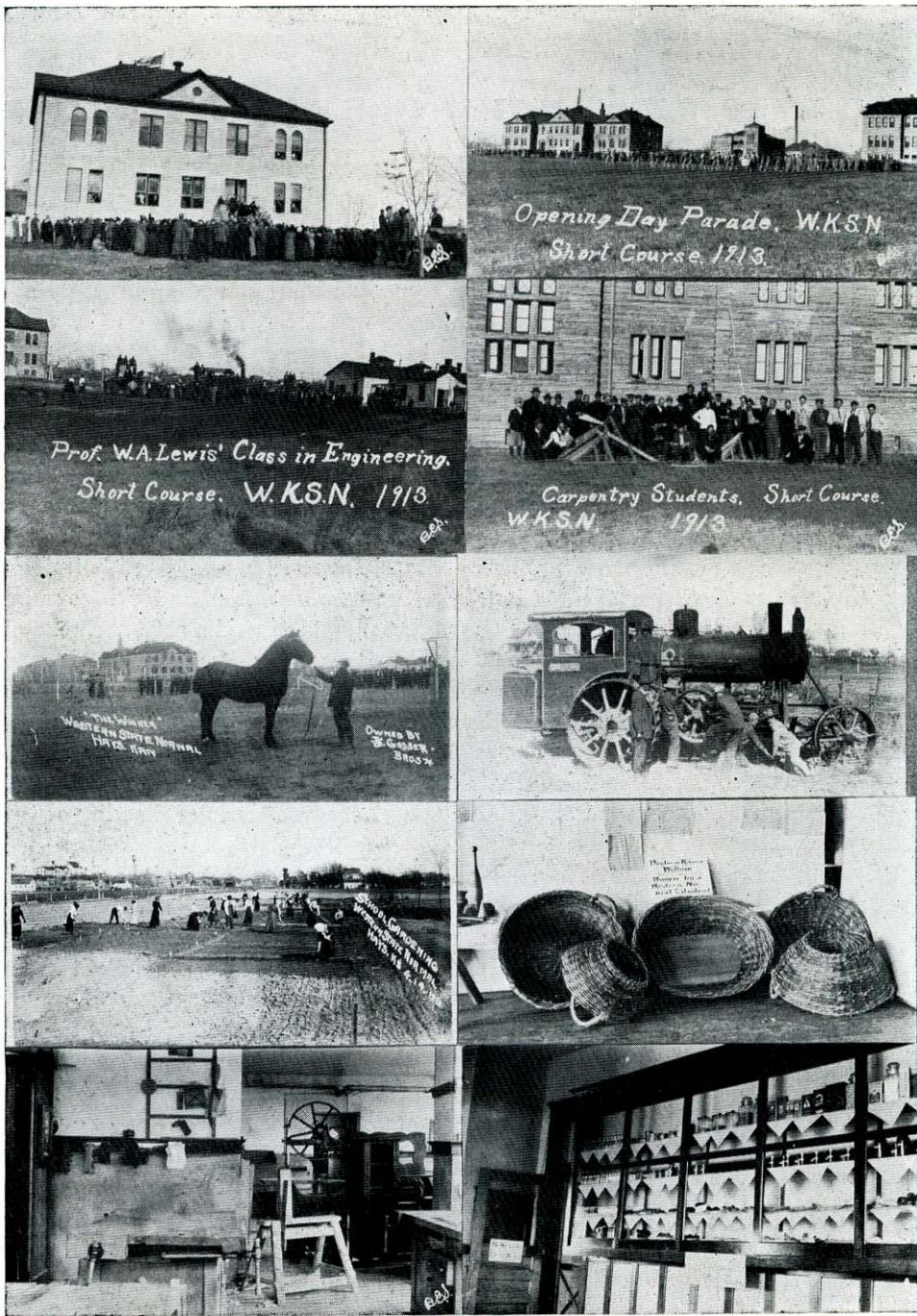
In the Industrial Building the lecturers and demonstrators of Domestic Science and Art were kept busy by the women in attendance. The Agricultural Department was also found in this building. The half-dozen bulletin boards were put in conspicuous places, and upon them the places and times of meeting of the various divisions were listed.

During the Short Course there could be heard from the biology laboratory the vocal proclamations of their presence by the prize-winning cockerels of the poultry show, and the football field served as an arena around which pranced the blooded stock of the show. The engines used by the engineering students did their share in beautifying the campus. We ought at least to have one place now where we are sure of a solid foundation, packed firmly by the continuous tramping of the big wheels.

The Short Course has a big future before it. Through it the school is able to come in contact with and help a number of people that otherwise would never be helped.



Judging the Fine Points of the Stock

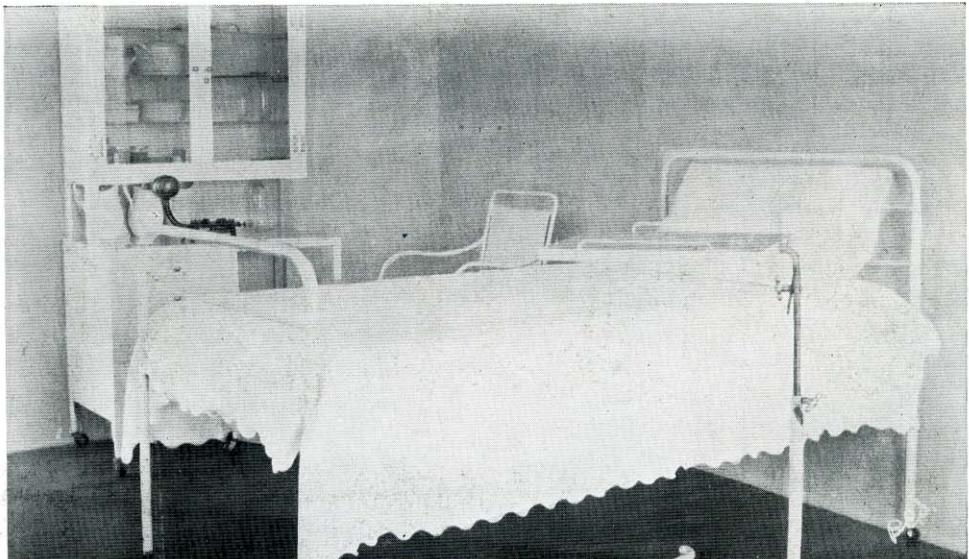


SHORT COURSE SCENES



GOVERNOR HODGES' "ESCORT OF HONOR"—DECEMBER 1, 1913

The Reveille



Home Nursing

THE suite of rooms devoted to the training of our girls in the art of home nursing is fitted with up-to-date hospital cots, tables, chairs, sanitary dresser, baths, lavatory, and washstand. No hospital in the country anywhere has a more perfectly appointed room for the care of the sick. These rooms have been equipped in order that girls may know how to have a room in which to care for the sick, and to appreciate what it takes to make a sick-room comfortable for the invalid. All students in home economics will be required to take the course in home nursing, and it is expected, while they will not have the training of a graduate nurse, that they will be capable nurses to care for the sick in their homes.

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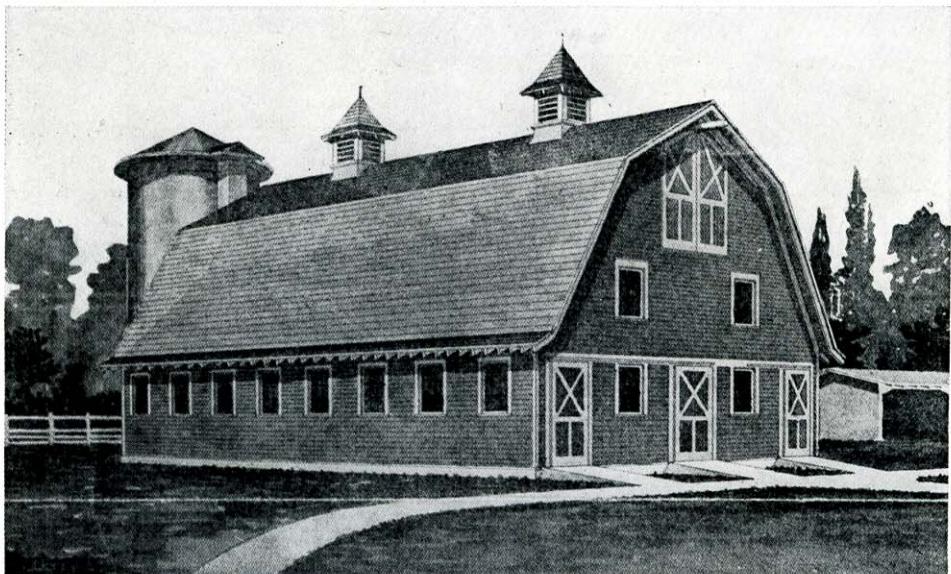
ALUMNI



A BUNCH of old grads back for a two-days visit to see Princess Bonnie and attend the Golden Belt Teachers' Association. Some are Superintendents and Principals, some are wives and some are hoping to be. The group represents practically every graduating class of the institution.

The School is always glad to welcome home its sons and daughters.

The Reveille



THE FORT HAYS NORMAL SCHOOL AYRSHIRE DAIRY.

THE above cut is from a picture of the twenty-cow Ayrshire Dairy which is to furnish the students practical demonstration and experience in the business of practical farm dairying. The products from the dairy, such as the milk, butter, and cheese, will be used to furnish students at the dining clubs with high-class butter and pure and healthful milk. The dairy will probably be one of the most visited buildings on the campus, and it is hoped that it shall be one of the most profitable parts of the Normal School, both in financial return and in the mission of spreading the idea that western Kansas is a dairy country.



Kansas and Fort Hays Students in Partnership

THE FORT HAYS KANSAS NORMAL SCHOOL is now working on an equipment which will enable her to irrigate some 500 acres when she completes the three units. There is an abundance of water in a lake lying adjacent to the land. The soil is very fertile and very deep, which makes it suitable for any kind of garden truck which the climate will permit to be grown. The School expects to employ as superintendent of the gardens the most skillful and practical gardener that can be found. All the work in the gardens will be under the personal supervision of this man. He will select the crops to be planted, direct the boys in their planting, cultivation and irrigation, and be their counselor and adviser in all things connected with their garden work. The School expects to grow in these gardens all the varieties of marketable products which will grow in this section of the country.

The boys probably will garden one acre each. They will deliver their products to the School distributing plant, which will be operated by the girls of the School. The vegetables and berries will be hand-picked, hand-graded, and hand-packed in suitable containers. Commission houses have already written the Fort Hays Normal School, requesting that they be given a chance to bid on her products. They said they would pay a premium on her goods because they knew they could warrant them to be absolutely pure, to be what they were labeled, and of uniform size and character throughout the package. The garden products which are not marketable as fresh produce will be canned by the girls and put on the market in unperishable packages. At the season of the year when the garden products are at a low price, the girls will can or dry all the products, so that the goods will be delivered to the market at a time of higher profit.

The boys will learn intensive farming under scientific management and skillful application. They will learn the important lesson of the adaptation of plants to soil, climate, and season. Under this system the girls become the "middlemen" of the community. They will market the perishable products at the highest market prices obtainable. When the markets go down they can turn their attention to canning and preserving and converting their goods into unperishable conditions, thus enabling them to sell their goods on the market at any season of the year. The girls will label, pack, ship, and collect the bills. They will not only represent the manufacturing end but the distributing end of our community. The girls will learn the important lesson that every housewife should master: What good goods are. How they are put up. How to market the surplus supply advantageously. The student body of the School will be her trade representatives, because of their wide acquaintanceship among the people whom the School expects to be her customers. In addition to the garden and the canning factory, the Fort Hays Normal School shall have a thoroughly up-to-date Ayrshire Dairy in which she hopes



The Reveille

to teach the boys and girls the highest art of dairying. How to make first-class butter and how to make good home-made cheese. The School shall raise her own hogs and cattle and teach her boys and girls how to butcher, how to dress meat, how to sugar-cure hams and smoke meats.

It is the purpose to so organize this School and the 4,000 acres lying about it which belong to the State of Kansas, that any boy or girl may come to Fort Hays with the understanding that the great State of Kansas is ready to go into a partnership with them and help them to complete a high-class, usable college education. With this arrangement they may go to school four, six, eight, or even ten years and know that they never need to ask mother or father or friend for a dollar. The great State of Kansas is their partner in business, and they can clothe themselves, furnish themselves with books, pay their board, live in a comfortable house, and be happy, prosperous citizens while yet students in college. The chief hope in this is outside of providing the boy or girl with means of educating themselves, to teach the boy the vital lesson of adaptability and of adjustment which is the definition of good citizenship.

It is not the purpose to make the boy or girl an object of charity. They will be expected to pay a liberal rental to the State for the use of the property, and thereby they may retain their entire self-respect. They will not be indebted to a soul on earth except the State of Kansas, to whom they shall owe a life of usefulness for the honor which they have enjoyed.

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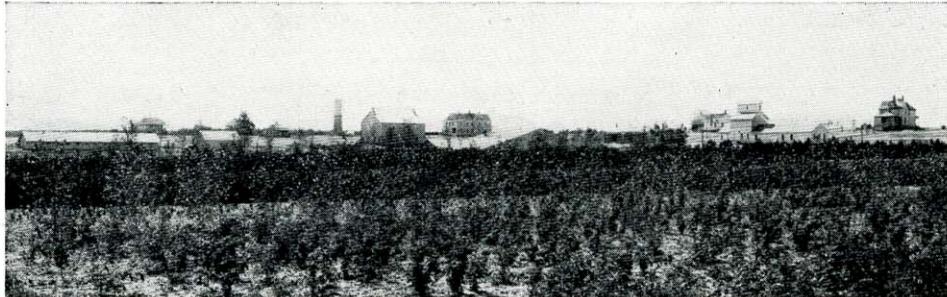
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1913

A Business Luxury

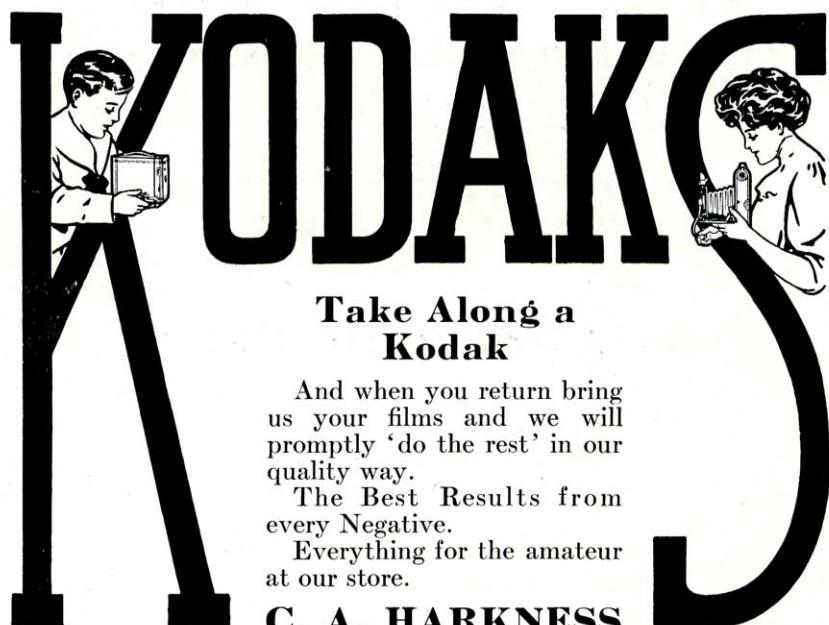
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If you want the best entertainment, and at the same time get something of educational value, come and spend your evening seeing our moving pictures.

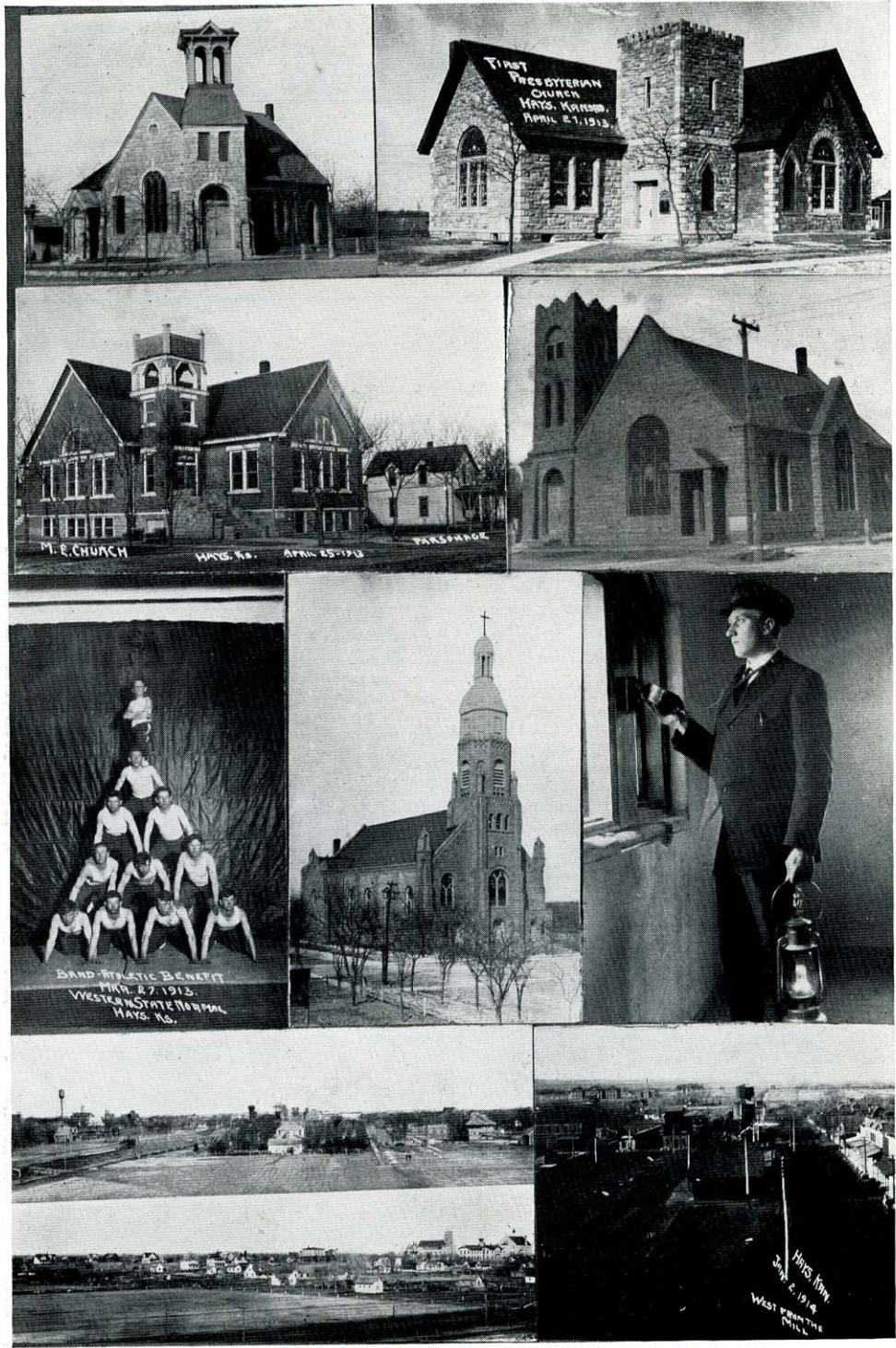
The students constitute a greater part of our attendance, therefore we order films suited to your wants. We are at your service.

Give us a trial. Show every night at 8 o'clock and 9 o'clock.
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Cakes

and Fancy Pastry

SOLD—In near'y every State in the Union.

USED—By the Government Army Posts, and recognized as a standard. If your grocer appreciates quality he handles Semolino. ASK FOR IT.

The Hays City Milling and Elevator Co.

HAYS, KANSAS

1914
HAYS, KANSAS

J. T. MORRISON

1914
PHONE NO. 152

Jeweler and Optometrist

OUR EARNEST ENDEAVOR

has always been to accommodate, to co-operate with, and please those who trade with us. If we served you well during nineteen thirteen, feel assured that we can serve you better during the coming year.

We shall continue to put forth our best efforts to make our relations with you a valid reason for mutual thankfulness.

SATISFACTION GUARANTEED **J. T. MORRISON** GUARANTEES SATISFACTION

Markwell's Book Store

School Books and School Supplies. Everything needed in school work.
Sheaffer's Self-filling Fountain Pen. Waterman's Ideal Fountain Pen.
Guaranteed to give satisfaction.

OFFICE SUPPLIES.

Filing Cabinets, Letter Files, Blank Books, and Typewriter Supplies.

BOOKS.

Art Books, Fiction, Juvenile, and Bibles.

ATHLETIC BOOKS.

Baseball, Football, Basket-ball, Track, Tennis and Gynasium.

Our specialty is Students' Supplies.

R. S. MARKWELL

HAYS, KANSAS

C. Schwaller's Sons

DEALERS IN

ALL KINDS OF BUILDING
MATERIAL, COAL AND
BARBED WIRE

Let us figure your bill before you build,
as we can save you money.

WE HANDLE THE BEST CHAN-
DEL CANON COAL

HAYS, KANSAS

Schlyer & Arnhold

DEALERS IN

**Implements
Farm Machinery
Automobiles**

HAYS, KANSAS

LADIES:

MAKE OUR STORE YOUR MEETING PLACE

We carry an up-to-date line in anything you want to wear, we appreciate your trade, and we will treat you right; our stock is clean.

"MADE-TO-MEASURE SUIT AND SHIRTS OUR SPECIALTY."

ALEX. E. BISSING

HAYS, KANSAS

Chas. W. Reeder

ATTORNEY AT LAW
HAYS, KANSAS

Dr. H. B. Neiswanger

DENTIST

GUARANTEED DENTISTRY
PAINLESS EXTRACTION OF TEETH
Stainer Block Phone 294
HAYS, KANSAS

Dr. C. H. Jameson

OFFICE OVER PHILIPS' HARDWARE
STORE
Phones: Office, 349
Residence, 349
HAYS, KANSAS

Dr. Wm. Jordan

DENTIST

OFFICE OVER NEW BANK BUILDING
ENTRANCE SOUTH SIDE
ALL WORK GUARANTEED
Phones: Office, 84
Residence, 59

C. M. Holmquist

ATTORNEY

FIRST NATIONAL BANK BUILDING
201 North Chestnut St.

Phone 180

HAYS, KANSAS

Dr. K. C. Haas

PHYSICIAN AND SURGEON

Office over First National Bank
Phones: Office, 273
Residence, 333
Calls answered day or night
HAYS, KANSAS

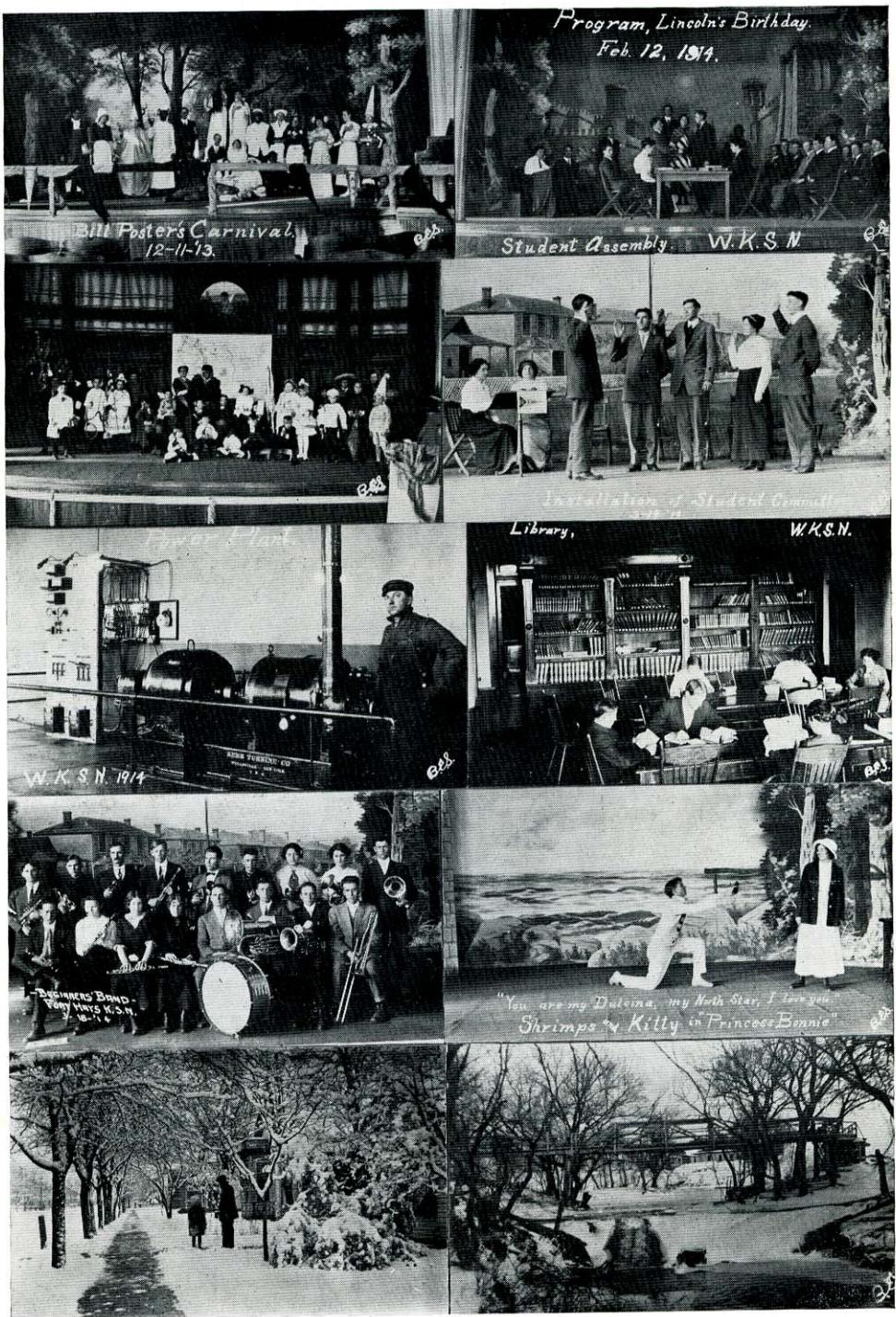
E. A. Rea

ATTORNEY
HAYS, KANSAS

J. H. Middlekauff

M. D.

PHYSICIAN AND SURGEON
PHONE 2
HAYS, KANSAS



The Ellis County News-Republican

THE OFFICIAL COUNTY PAPER OF ELLIS COUNTY

One of the best Advertising Mediums in Western Kansas. Stands for Progress and everything that is for the best. A first-class job-printing establishment. First-class work always guaranteed. We solicit your patronage.

The Ellis County News-Republican

HAYS, KANSAS

A detailed black and white advertisement for Capper Engraving Co. The ad is framed by a decorative border. At the top, the company name "CAPPER ENGRAVING CO." is written in large, bold, serif capital letters. Below the name, the services offered are listed: "ILLUSTRATORS", "DESIGNERS", and "& ENGRAVERS". Further down, the address "CAPPER BLDG" and "TOPEKA - KANS." are provided. The background of the ad features a sketch of a landscape with trees and a building. Four circular emblems, each containing a stylized letter 'C', are positioned at the corners of the frame.

Having a Bank Account is a = Stimulus to Thrift =

AND THRIFT MEANS PROGRESS

While your student days are passing learn to be thrifty. This bank will show every student every possible courtesy. ¶ This institution is possibly the oldest business in this county. It has a capital of \$50,000.00 and surplus and profits of \$18,000.

First National Bank of Hays



J. H. SIMMINGER, LL. B.
Attorney and Counselor at Law
County Attorney of Ellis Co.
HAYS CITY, KANSAS

IT PAYS TO TRADE AT THE

MODEL

THE STORE OF QUALITY

We carry everything in ready-to-wear for Ladies and Gentlemen. The Selz, Selby and King Quality Shoes all in the latest styles. Suits to your measure. We invite the patronage of the student body.

OSHANT & SMITH

ZEIGLER BLOCK

SOUTH SIDE

Anton Herl Auto Livery

ATTENTION, NORMAL STUDENTS



If you are coming to the Fort Hays Normal School or going home, see us.

We will take you quicker than you can go by rail, and at a reasonable rate.

Special rates to Normal Students. Call on us before you go. We will treat you right.

Phone 320

HAYS, KANSAS

DRUGS, DRUGGIST SUNDRIES, TOILET ARTICLES
ATHLETIC GOODS, STATIONERY, CIGARS, CONKLIN PENS

We serve the best at our fountain

King Brothers Red Cross Pharmacy

TELEPHONE 80

The Rexall Store

HAYS, KANSAS

The Home of Good Goods and a Square Deal.

PHYSICIANS' PRESCRIPTIONS A SPECIALTY

WE NEVER SUBSTITUTE

CALL US FOR A TRANSFER

Job Printing

WE ARE HEADQUARTERS FOR FINE JOB PRINTING

All work neatly and quickly done.
Special attention given Rush Orders.

THE FREE PRESS

HAYS, KANSAS

H. H. Winters
GENERAL HARDWARE

HAYS, KANSAS

Kirkman Bros.
DRAY AND TRANSFER
TRUNKS A SPECIALTY
WE DELIVER FOR THE CITY ICE PLANT
HAYS, KANSAS

People's Meat Market
SIMON FRANK & SONS, PROPS.
Fresh and Salt Meats, Oysters, Fish, etc.
PHONE 22
HAYS CITY, KANSAS

In buying candy, beware of the cheap kind. You know, factories make good candies and a lot of it. You also know, where a lot of material is used, there is a lot of waste. This waste, floor-sweeping and a lot of other filth, somehow find their way into candy for which some people pay 10 cents per pound, and all of it is stale before it reaches the merchants.

Good candy is healthful. Our Peanut, Fudges and Creams are in a class by themselves, strictly home-made, pure in their make-up, fine in quality, delicious in taste, and made under the strictest sanitary conditions.

Hays Candy Kitchen

